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BOSTON UNIVERSITY
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GUIDANCE IN THE ENGLISH CLASS

Submitted by

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(A.B. Catholic University, 1940)

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CHAPTER I

SCOPE AND DEFINITION OF TERMS

The present study aims to show first the urgent need for guidance in general; the particular needs of a group of students as manifested in a free-writing project; and a comparison of what has been done to what might be done in a standard English course to meet these typical needs.

Definitions of guidance seem easier to find than men working in the field. Rather than adopt any neat phrasing from collections of notions on the subject,^{1/} a workable definition of guidance as a service of information and adjustment can be gathered from the following presentation:

Guidance will be here considered as services which contribute to the developmental purpose. The contribution is of a twofold character. First, for those activities of life, such as vocation, in which it is desirable to differentiate the training of youth, guidance is the service of distribution. Its purpose is to help the individual make a wise choice of the direction in which his development should proceed. Second, for all types of development, common and differentiated, guidance is the service of adjustment - adjusting the individual and the various elements of his environment so that his development may proceed with efficiency. Thus guidance stands

^{1/}See Arthur Jones, Principles of Guidance Revised 1945 McGraw-Hill, New York, Chapter I
Leonard V. Roos and Grayson N. Refauver, Guidance in Secondary Schools, New York: The Macmillan Co. 1932
p. 20-32

in a facilitative relationship to the function of development.^{1/}

We do not intend to vitiate our English course in the name of guidance; hence it is well to begin with a presentation of our normal objectives in English, and then to consider how guidance material can be introduced without sacrificing those objectives. In general there is a great deal of confusion as to just what are the concepts, skills and content at which every English teacher should aim. A fairly adequate presentation of generally acceptable objectives may be that outlined at the University of Chicago and presented in the form of a report card to parents of boys in the University High School.^{2/}

A device for marking the pupil on his attainment of the purposes of the course and on his habits of work.

Purpose

Language

Adequacy of content in papers and talks
 Organization of content in papers and talks
 Vocabulary and diction
 Spelling
 Handwriting
 Punctuation
 Sentence structure
 Paragraph structure
 Manuscript form and appearance

^{1/}Leonard Koos, James Hughes, Percival Hutson, William Reavis, Administering the Secondary School, Boston; American Book Co., 1940, p. 177

^{2/}Paul C. Jacobson and William C. Reaves, Duties of School Principals, New York: Prentice-Hall, 1942, p. 238

Proofreading and revision of manuscript
 Participation in class discussions
 Ease of manner in speaking
 Articulation and enunciation
 Voice quality

* * *

Reading and Literature

Effectiveness in reading
 Range of reading
 Acquaintance with literature

* * *

Habits of Work

Persistence in overcoming difficulties
 Tendency to work independently
 Promptness in completing work
 Application during study
 Attention to class activities
 Comments (if any)

* * *

We will not question here the qualities of this list as a report card; rather we may look upon it as a blanket suggestion at those objectives to which we subscribe as an English teacher, and in the light of which we shall determine the amount and quality of guidance material that can be safely injected into our English work next year.

We will consider then as guidance material those aspects of a course in English which offer the individual the special knowledge of immediate need in his life, and peculiar to him; and secondly, those aspects which offer those attitudes, ideals and emotional tones that make for the proper adjustment of the individual to his goals in life.

CHAPTER II

THE NEED FOR GUIDANCE

The recent appearance and welcome reception of several "white papers" on education, serves to indicate a vast unrest in the realm of educational thinking. This healthy re-examining of the aims and achievements of American schooling is fortunately coming from within the profession itself and as such offers more constructive possibilities than have been achieved in a century of criticism by arm-chair educators indulging in America's favorite indoor sport of ridiculing our school system.

It is not enough to lampoon our schools with dubious statistics showing that the modern student cannot read, write or figure as well as his father before him. In fact, it is irrelevant to do so, in the light of a fair expression of the aims of true education. The furore caused some time ago by the New York Times' heavy-footed invasion in the realm of American history,^{1/} and the subsequent legislation provoked thereby, is a good illustration of the sound and fury resulting too often from the

^{1/}Paul P. Boyd, "The 'Times' Test and Our Public Schools", School and Society 57 (May 29, 1943) p. 620-621

short-sighted criticism of those who daily enlighten the masses through the gargantuan syndicates. The armor of faith against any of these verbal confectionists is simply a recital of any acceptable definition of education. For example, "education may be said to consist in helping pupils set up for themselves objectives which are dynamic, reasonable and worth while, and in helping them to attain these objectives."^{1/} Since most definitions of education are colored by the needs of the times or the special prejudices of a given group, it seems fair to choose a comparatively flexible definition - even a vague one - as the basis for a critical study of our schools in relation to guidance. Criticism in the light of such a definition is bound to be wholesome. Our strong plea for more adequate guidance is the result of such an attitude towards our schools, an attitude that is not necessarily new or radical. Twenty-five years ago a man of great stature in American education phrased it thus:

Youth has still its God-given visions of what life can and should be. Only as it realizes these visions in its later years will it find life, rich, and full, and free; and experience teaches us only too plainly that youth must have the help of its elders if it is to reach the high goal that these

^{1/}Philip W. Cox, "Method and the Integration of Personality", Junior - Senior High-School Clearing House 4 Feb. 30 p. 340

6

visions challenge it to seek. It is our duty and it is our privilege as well to face this task and accept this responsibility. We are not doing it today.^{1/}

Since the most glaring defect in our education seems to be that it ignores the needs and problems of youth, our approach will consist in three questions: (1) What are the most common problems? (2) How can we find them out? (3) What can we do about them?

Dramatic instances of problems are not hard to find. One of every twenty-three Americans solves his desires or needs by criminal lawlessness—and this group is predominantly under eighteen years of age.^{2/} In 1943, 13,725 Americans solved their problems by suicide.^{3/} In 1946, one of every four urban marriages is dissolved as the courts decree that the last state is worst than the first.^{4/} Vocationally, the majority of our youths have their careers determined principally by suggestions of the street.^{5/} Some forty-seven per cent of our people are too engrossed in their problems to get interested

^{1/}Alfred E. Stearns, The Challenge of Youth, Boston, W. A. Wilce 1923, p. 180.

^{2/}J. Edgar Hoover, "Our Criminal Army", The American Magazine, 141, 1943, March 1943, p. 23.

^{3/}World Almanac, 1944.

^{4/}Msgr. Fulton J. Sheen, Boston Pilot, (February 21, 1946) p. 4.

^{5/}John M. Brewer, The Vocational-Guidance Movement, New York: The Macmillan Co., 1918, Chapter I.

even in national elections.^{1/} There are in the United States 4,500,000 abnormal and atypical children (cripples, auditory and visual handicapped, tubercular, epileptic, delinquent, cardiac cases); another 2,500,000 have well-marked behavior difficulties, while 6,500,000 are mentally deficient.^{2/}

Surely these are dramatic instances, and we do not suggest that the school is responsible for such drastic conditions, or that it alone could eliminate them. But many of these evils cannot co-exist with a sound system of education. It might be argued that these striking maladjustments to life come from the great unwashed one third of our youths who never enter high school, or from one fourth of the elect who fall away and never finish school.^{3/}

But our schools cannot escape so easily. Most of the two hundred thousand who annually appear in court for delinquency are still enrolled in school.

^{1/}John J. Mahoney, For Us The Living, New York, Harper and Brothers, 1945, p. 108.

^{2/}White House Conference: Addresses and Abstracts of Committee Reports, New York: Appleton-Century, 1931, p. 292-293.

^{3/}Edward L. Windes, Trends in the Development of Secondary Education, U.S. Office of Education, Bulletin 26, 1927, p. 11.

School failure appears to be more highly correlated with the incidence of delinquency than is any other condition, including poverty, broken home, absence of religious association, physical defect, mental defectiveness, psychopathic condition, or truancy. Failure is written largely in the school histories of the great majority of the boys.^{1/}

Most teachers would maintain that if the school is a contributing factor to mental collapse, it is the long-suffering faculty that is most susceptible--and most students would probably agree that the incidence of near-insanity is greater in the teachers' room than in the schoolyard. But actually, the onset of mental dysfunction and personality disorders is much greater in those periods of physiological, social or emotional stress for which the individual is as yet unprepared--and the greatest of these periods is adolescence.^{2/} And in cases where the school is not the contributing factor, it can at least be the preventative:

There are individuals who are so constituted and whose habit training has been so deficient that, lacking proper guidance, they get lost in the turmoil of external mishaps and inner conflicts. The ultimate schizophrenic delapidation often appears clearly as the cumulative result, in certain types of personality, of a long period of misdirected gropings, unchecked and sometimes inculcated misconceptions and misinterpretations, and continued

^{1/}Karl C. Garrison, The Psychology of Adolescence, New York, Prentice-Hall, rev. 1941, p. 359.

^{2/}Luella Cole, Psychology of Adolescence, New York, Farrar and Rinehart, rev. 1945, Chap. 6

ruminations, with final withdrawal from the disturbing realities and to all surrender to a fancy-governed, inactive, inaccessible existence.^{1/}

We concede that insanity and delinquency are not too frequent among the problems that our schools must face. But here, as with all the problems of youth, we must look for causative factors--and we will often find extraordinary behavior based on forces that are obscure and apparently of little import in the child's life.^{2/} While on this subject, it might be well to caution against the assumption that the most urgent problems are to be found among those who fail in school or those whose behavior proves too big a problem for the teacher herself. Many students are driven to success as a compensatory technique, a sublimation that is not always sufficient reward in itself. There is no sure correlation between academic success and the personal well-being of pupils.^{3/} It is unsafe for the guidance-conscious teacher to confine himself to the "flunkies" or to the bench-warmers outside the principal's office. "It is the quiet person who never causes any disturbances but

^{1/}Leo Kanner, Child Psychiatry, Baltimore, Maryland: Chas. Thomas Co. 1942, p. 500-501.

^{2/}Annette Garrett, Interviewing, Its Principles and Methods, New York, Family Welfare Association, 1942, p. 28-29.

^{3/}cf. Willard S. Wisoree, "School Practices that Help and Hurt Personality," Teachers' College Record, 1943, (October 1941) p. 25

goes more or less monotonously along the average path who seems to me to be the real problem."¹/ Perhaps this is too much of a generalization; the point is merely that all problems are not necessarily reflected in failing grades or disturbing behavior, and the teacher should not limit his concern to those showing these symptoms.

¹/Naomi Hope Warren, "Opportunities for Guidance in the English Class", The English Journal 34:7, (November 1945) p. 482.

CHAPTER III

METHODS OF INVESTIGATING PROBLEMS

In general the problems of students range under the following classes, ranked in order of frequency: vocational, educational, social and personal, financial, family, and health.^{1/} Countless surveys have been made of the problems of selected groups, and it seems hardly safe to do more than assume that in any group of students every type of problem will be represented. That the students before him have many problems need hardly be demonstrated to any sensitive teacher. The surveys only bring home the multiplicity and variety of these problems to those who might hope that the squirming rows of adolescents in front of them are hiding a deep interior placidity. Our object now is not to show that there are problems, but rather to ascertain just what problems are vital to the particular group of students at hand.

Problems are as diverse as people themselves, and while there are major areas inclusive of all problems, the particular difficulties found in any group are

^{1/}John G. Carley, Testing and Counseling in the High School Program, Chicago, Science Research Associates, 1945, p.141.

intimately bound up with such individualized factors as the local neighborhood environment, contemporary economic levels, personal and family life, the particular school facilities and philosophy--even the personality of the teacher himself. No commercial instrument has yet been devised that gives assurance of even indicating the total area and particular coloring of all problems of any given group. The teacher who wishes to shape his program to aid youths in problem solving must make his own survey of any group of pupils he hopes to assist--and that survey should be repeated annually (or more often) with every group. Besides the needs, we might well consider the wants of the average school-boy; in fact, it is hard to distinguish between the two. The Sadlers, with their wealth of experience in handling adolescents, list five distinct wants of the healthy average boy: a new experience, greater security, proper recognition, response to his personality advances, opportunities to reform the world.^{1/}

Methods of getting at the problems and needs of youth are fortunately numerous--more numerous than are the efforts made to do much with the results attained. Roughly, these methods fall into two groups: self-revelatory, in which

^{1/}William S. and Lona K. Sadler, Piloting Modern Youth New York, Funk and Wagnalls, 1931, p. 8-9.

the students disclose what could generally be called "felt" needs; and objective sources of information, gleanings from records and the personnel of school, family, and civic life, covering difficulties which the student may be ignorant of, or too shy to reveal consciously.

Self-revelation is evidently best done in the interview, but for group work--and in many cases for shy and self-conscious individuals--the written techniques are the check-list, the autobiography, the topic check-list, and free writing. The second, and objective sources of information are standard tests of intelligence, personality, aptitude, aesthetic values, and so forth; school records covering achievements, health, attendance, conduct, extra-curricular activities, rating scales and anecdotal reports; observations from parents, teachers, civic and church authorities, and the heads of youth activities.

CHAPTER IV

FREE-WRITING SURVEY AT WEST ACADEMY

In January of this year the writer was being exposed to an abundance of material on youth surveys, and the natural reaction was to wonder if his own students were as besieged by problems as those reported on in the literature. Accordingly, the writer asked his English classes to write freely and anonymously of their problems. Rapport was first established through a discussion of several proposed changes in the curriculum, and the frank admission that we could not hope to make school more functional in their lives unless we knew the problems that bothered them most. (This conditioning of attitude is all-important in any effort to get self-revelation.)

The subjects were 110 boys in their third-year English class, divided in three homogeneous groups. They wrote in class, freely and informally; privacy was assured in the writing, and in the use made of the results. No time-limit was given, the remainder of the period being used in private study. This made it possible for a number to turn back with after-thoughts, or items that needed some

thinking before being phrased.

The results were not unusual according to average surveys, but the variety of problems and the pathetic earnestness with which they were expressed convinced the writer that there was more than an impersonal and academic survey. Here was a challenge--a problem for the teacher. The present paper represents one man's thinking of how he can meet that challenge, analyzing what has been done against what might be done in his own English classes to meet these needs.

Results of a free-writing experiment do not lend themselves readily to tabulation: their awkward and urgent phrases, even their lapses from normal grammatic writing, lend a color and tone that is lost in a summary of their problem areas. However, to facilitate analysis of such unwieldy material, the answers were translated by the writer into the items of the Mooney Check-List. Granted that many of the answers were obscure, and that others defied interpretation in the academic phrasing of Mooney's items, following is the group score on the Mooney test.

PROBLEM AREA	NUMBER OF CHECKS
Health and Physical Development (HPD).....	6
Finances, Living Conditions, and Employment (FLC)....	24
Social and Recreational Activities (SRA).....	31
Courtship, Sex, and Marriage (CSM).....	9
Social-Psychological Relations (SPR).....	22

Personal-Psychological Relations (PPR).....	11
Morals and Religion (MR).....	3
Home and Family (HF).....	21
The Future: Vocational and Educational (FVE).....	73
Adjustment to School Work (ASW).....	35
Curriculum and Teaching Procedures (CTP).....	31
Total	256

The total of 256 problems for 110 students seems low in comparison with Carvalho's report of an average of 17.2 problems among a slightly younger group.^{1/} In general, the normal distribution of problems seems to average three to five per student.^{2/} It is by no means our contention that the use of one very limited technique has revealed the greater percentage of even the felt needs of these boys.^{3/} Nor was it our intention at the time to exhaust the potential of free-writing. Furthermore, it must be taken into consideration that these 110 boys represent a relatively select group. They are the survivors after ten years of school that may well have eliminated the real problem children. Their very presence in a tuition-school of this kind indicates a fair degree of economic security in the family life, as well as the fact that the parents are con-

1/John A. Carvalho, Questions and Problems of Junior High School Pupils, Unpublished Thesis, Boston University School of Education, 1943

2/John G. Barley, Testing and Counseling in the High School Program, Chicago: Science Research Associates, 1945, p.143.

3/A copy of the Mooney List, with a tabulation of the problems, is in the Appendix, page 94.

cerned enough in their sons to finance private schooling.

In general, the Keitr students are of one religious faith, though this is not essential and there is always present a small group representative of other beliefs. This religious unity and the presence of a pervading philosophy through the whole curriculum may well explain the low scores in the GSM, RPP, and PR areas. The fact that the school presents a rather intense and comprehensive athletic program may be reflected in the low RPD score. However, as a caution against too hasty an arrival at a cause-effect relationship, it is well to consider that the student body embraces a vast disparity of intense racial backgrounds, which does not show proportionately in the social areas. Neither does the sex segregation seem significant. Again, only one conclusion is tenable: the problem areas of any group of students are localized, and are so closely interrelated with social, family, educational, and personal forces that a cardinal principle of any successful guidance program is that it be tailored to fit the here-and-now.

Too exhaustive a study of the problems of any group seems neither desirable nor purposeful. If every known technique were used, from the check-list on through to the fluroscope, we still have only the quantity of dif-

difficulties for the most part, with little indication that one student may be more upset over his failure to make a team than another is over a threatened disruption of his family circle. In general it is dangerous to minimize any of youth's problems; personal experience will convince us that usually our appetite for difficulties is a bit larger than our ability to digest them. Then too, many of the expressed problems are merely symptoms often quite unrelated to the real need. It is necessary to look at the child as a whole, remembering that one difficulty may cut across his life completely. "Too long have we seen the child in sections; we are used to view the difficult child as one whose parents are interested in his home activities, the school considers him a pupil, the physician a patient, the church a soul, the court a ward, the community a pest, and the social agency a client."^{1/}

These, then, are the problems. Who is to meet them? We have a reorganization coming to Keith Academy in the form of a guidance program, but such a thing is of long gestation. We admittedly can not hope for an adequate program by next year. In the meantime it is our conten-

^{1/}Miriam Van Waters, Youth in Conflict, New York: New Republic, Inc. 1932, p. 232.

tion that something can be done to help the boys meet their problems, and perhaps incidentally to speed up the coming of a comprehensive and well-organized system of guidance.

CHAPTER V

ADVANTAGES OF THE ENGLISH CLASS FOR GUIDANCE

It seems to the writer that his classes in English can be adapted to solve these problems without sacrificing any of the objectives normally aimed at in the course, and without presenting either a diluted guidance course or an English program that is periodically riding out on extraneous tangents. Efforts have been made to use regular classes for this purpose before. Josse Davis began with English; others have suggested civics, history and mathematics.^{1/} But in such courses the teacher has to ride an incidental note rather far. We are not content to limit ourselves to Davis' vocational guidance, yet it seems that Hamilton's picture in a history book is a far cry from a discussion of the wages of a teller; nor is the appearance of the adjective secretus a fair excuse for the Latin teacher to launch forth on the advantages of the business college. True, every class offers some

^{1/}F. M. and I. K. Giles, Vocational Civics, New York: Macmillan Co., 1922; Harry D. Gibson, "Vocational Guidance through School Subjects," Teachers' College Record 23, (May 1927) p. 900-915.

guidance possibilities, but the suggestions of such as Kitson seem to incorporate those phases of guidance that are most alien to inclusion in any course with set academic requirements. True, too, every teacher has guidance responsibilities; a list of some of these makes good material for an examination of conscience by any teacher.^{1/}

Every teacher in every classroom should be responsible for:

Aiding pupils to fix goals for themselves by clearly setting forth the objectives of instruction;

Showing the opportunities that the subject under study offers for recreation or leisure-time pursuits, vocational preparation, life adjustments, and further education;

Aiding pupils to attain self-understanding by analysis of their own strength and weaknesses;

Developing in pupils desirable habits in the field of mental and physical health;

Developing desirable character and moral attitudes and habits;

Allowing the pupils to experience the joy of success;

Aiding pupils in adjusting to school and community life;

Developing in fellow-teachers, in pupils, and others favorable attitudes towards atypical children;

^{1/}George L. Faney, "What Every Teacher Can do for Guidance", School Review, 50: (September 1942) p. 516-22
See also: A. F. Mammings, "Junior and Senior High School Teachers Must be Counselors", Clearing House 17: (April 1943) p. 477-80.

Aiding pupils in the acquisition or facilitating skills;

Adjusting content, time, and methods to the needs of individual pupils;

Setting clearly-defined but flexible standards of work;

Detecting and preventing failures in the incipient stages;

Avoiding teaching procedures which inhibit adjustment;

Making patient, tactful, sympathetic attempts to understand each pupil and his problems.

While every teacher should do guidance work--and most do, in a more or less haphazard fashion--all are not equipped to undertake the engineering of a full program. Guidance is fundamentally a personal matter, though, rather than a scientific one,^{1/} and the most effective work is often being done by those who would make least claim to the title. The English teacher, sui generis, is not equipped to do full guidance work. Though he is exposed to more opportunities and has better techniques at his disposal than do teachers of other subjects, this alone does not make him a guidance director.

It is not reasonable to assume that every teacher can be expected to prepare himself to use and interpret psychological and educational tests, to under-

^{1/}Carroll Atkinson, "Guidance for Youth--It Needs Superior Teachers", Education 62: 122-4, (October 1941)

stand and apply the principles and techniques of the trained counselor, or to familiarize himself with educational and vocational opportunities beyond the school period.^{1/}

It is well to realize too that in every large school there are a few whose difficulties lie beyond the scope of even the well-trained guidance director. Any adequate program involves referral of such cases to clinical experts; in fact, a school system should have such men available on its staff.^{2/} We do not propose to sacrifice any of the acceptable objectives of the normal English course. But for the English teacher who has by trial-and-error evolved a basic content for his course, it might be profitable to ask what are the criteria in selecting that content. Why has he decided to deprive Danny Deever and foreclose on Hawthorne's gloomy place? Would it not revitalize his selection if one of the criteria were: "Will this work help the student to solve his own problems and answer his questions?"^{3/}

The choice of English class as the vehicle of guidance is not an expediency dependent upon the writer's present

^{1/}Richard D. Allen, Organization and Supervision of Guidance in Public Education, New York: Inor Publication Co., 1937, p. 5

^{2/}cf. Spurgeon English and Gerald Pearson, Emotional Problems of Living, New York: W. W. Norton, 1945, p.294-307.

^{3/}Chas. E. and Edith G. Gersone, Character Education, New York: Silver-Burdett, 1929, p. 47.

work. There are three distinct reasons for the choice of this over any other subject on the curriculum: (1) it is the one subject that is required in all schools and at all levels: (2) as English is now taught, the program is so flexible as to permit incorporation of many guidance techniques without any radical departure from the wide range of acceptable activities; (3) even if the subject is stabilized to meet fixed objectives or to prepare for rigid examinations, the content of the course is sure to embrace materials fertile for guidance work. Surely "no other subject-matter field is equally favored in the secondary-school program of studies. Consequently, it seems fair to expect teachers of English to shoulder a responsibility proportionate to their opportunity, for a constantly improved program of secondary education."^{1/}

We do not propose the English class as the answer to the need for guidance. Just as it was 25 years ago when Jesse B. Davis first started his classes writing their compositions on occupations,^{2/} the English class is still a good jumping-off place for initiating a full guidance

^{1/}Roy O. Billett, Fundamentals of Secondary School Teaching with emphasis on Unit Method, Boston: Houghton Mifflin Co. 1940, p. 188.

^{2/}Jesse B. Davis, Vocational and Moral Guidance, Boston: Ginn and Co., 1914.

program, a complementary technique to a functioning program, and an emergency substitute where local conditions still conspire against any modernization of curriculum.

CHAPTER VI

GUIDANCE THROUGH WRITTEN WORK

From a psychological standpoint, the written survey of youth problems is of distinct therapeutic value even if the problems get no further than the paper on which they are written. Psychoanalytic literature is fairly convincing on the value of such a catharsis, and the "bringing of unconscious conflicts to consciousness", or the embodiment of a disquieting problem in words, is itself the first step to the overcoming of that problem.^{1/}

In the past, before laying out a program of written work for the year, it has been our custom to present a brief series of provocative topics for themes that are graded entirely on content. The results are generally so spirited that the student gets engrossed in the topic and gives fairly honest evidence of the grammatic weaknesses that are most natural to him. Then it is possible to formulate a program weighted according to the general needs of the class. This procedure will be followed next year, but among the engrossing topics will be free-writing on

^{1/}Gerald Pearson and Spurgeon English, Common Neuroses in Adults and Children, New York: W. W. Norton, 1937 p. 185.

personal problems.

As an effort to strengthen the pupil's notion of his growing independence and isolation from the group, we have always used the biography in the early months of writing. As an innovation this year, the topic was presented in four separate assignments, covering pre-school years, grammar school, high school, and lastly a projection into the future entitled, "As I See Myself Ten Years From Now". Distinct values were found in each phase. On the pre-school writings there was generous evidence that the parents had been approached for information: such a topic is bound to evoke fond memories and to strengthen family ties. The writing of the immediate past and of the present seemed to heighten an awareness of emergency and emancipation, while the projection in the future naturally evoked the problem of educational and vocational planning. The autobiography is sure to have even a more prominent part in next year's program, with more emphasis on the future aspects.

Nothing has been done in the past on purely vocational topics. Normal projects involved description of places and people, with some writing done on type characters and personalities. If the converse is true that the more we know of others, the more we know of ourselves, a good

deal of problem-solving can be done through an investigation of other people and their problems. A tremendous amount of factual information can be gleaned on the vocations through such themes as All in a Bus-Driver's Day, Fitting People Into Shoes, Nobody Works But Father, Teachers I Have Known, My Career at (Liggett's), Amateur Detectives, and Short-wave Sets. In the past, our efforts in this respect have been casual; it shall be required next year that every student make some such exposé of a half-dozen job fields.

Since proper occupational choice is based as much on self-knowledge as on knowledge of jobs, there is great value in those themes involving self-analysis. Suggested topics are: My Ideal, What Father Thinks of Me, People Who Annoy Me, People Whom I Annoy, My Favorite Dream, and My Biggest Asset in Life. In the past we have used such topics at intervals; next year the boys will be exposed to a group of such themes followed by a discussion of the relation between self-analysis and realistic writing. Such work can be a valuable preparation for a study of the qualities of good biographical and historic literature.

A sound philosophy of family life can be aimed at through the writing and discussion on such themes as What is Home?, On Being a Younger Brother, My Father at My Age, The Radio in My House, "My Mother is a Violent Woman",

The Advantages of Having a Sister, When the Folks are Out,
and How Father Courted Mother. This past year little was
done to emphasize the qualities of wholesome family life.
Is that necessarily a departure from our purpose in English?
The answer might be suggested in the title "Literature and
Life", a series that is very popular (or at least very
numerous) in our schools today.

Short-story writing from a germ-plot is a territory
rich in guidance material. The teacher must get across
the relative features of realism and idealism, the logical
development of character, the fundamental human motives,
and the avoidance of dependence on rationalization, wish-
ful thinking, the preternatural and the coincidental. A
test has been devised which focuses attention in just
these particulars, and provides the teacher with the exact
starting point from which to begin his approach to realism.^{1/}
Through the courtesy of the author, Miss Sarah I. Roody,
the present writer has permission to incorporate this test
of realistic thinking in his program, and plans to do so
in the following year.^{2/} Yearly in our discussions of the

^{1/}Sarah I. Roody, "Plot Completion Test", The English Journal, 34:5 (May 1945) p. 260-65.

^{2/}A copy of this test will be found in the Appendix, p.71.
A standardized form is now being copyrighted and is to be
released soon by a commercial firm.

plots of novels, short stories, and movies, it is brought home to the writer that students are far from realistic in their thinking. This weakness is more general than it seems.^{1/} Perhaps such a departure from realism is a defense mechanism that makes it possible for the student to live with his problems and to avoid those deeper ones that might prove overwhelming. But such an escape is not wholesome: we must first encourage realistic thinking and then provide the remedy for the conditions brought to light by such realism.

Essay-writing is a field that has been rather slighted in previous English classes. In the light of the number of criticisms offered in our survey on curriculum and school procedures it seems wise to plan a unit that will involve written criticism and subsequent discussions of just such problems as teaching procedures, content of courses, and range of the curriculum. Students are not purely disinterested in their critiques on school techniques, but it is often a surprising release just to get themselves heard. For the most part, needed curricular changes are beyond the individual teacher's power, but frank discussion of these needs has two desirable aspects.

^{1/}Francis Spaulding, High School and Life - The Regent's Inquiry. New York: McGraw-Hill 1938, p. 52.



First there is the interaction of group work, the value of sharing and mutually facing common problems.^{1/} Then there is the emotional release involved in the expressive act itself.

Free expression also enables the client to explore his situation much more adequately than he has ever done before.....Talking about one's own problems tends to clarify the adjustments which one must make, to give a more clear-cut picture of problems and difficulties, to give possible choices their true values in terms of one's own feelings.

Not only is the situation thus clarified, but also the student's understanding of self.^{2/}

Civic procedures too, offer good material for essay-writing, and in the criticism of local government the student becomes conscious of the aims, obligations, and privileges of the democratic way. Such thinking is bound to contribute to better social and civic adjustment.

Letter-writing is generally a depressing unit for the boys. In the past we have been content with their learning the standard forms and have gently embalmed the most potent of social and business techniques after the sterile task of writing to a fictitious hardware-store about a faulty shipment of wing-nuts. Being somewhat guidance-conscious this year we had each boy write to

^{1/}S. R. Slavson, "Group Therapy", Mental Hygiene, 24 (January 1940) p. 36-49

^{2/}Carl R. Rogers, Counseling and Psychotherapy, Boston: Houghton-Mifflin Co., 1942, p. 171

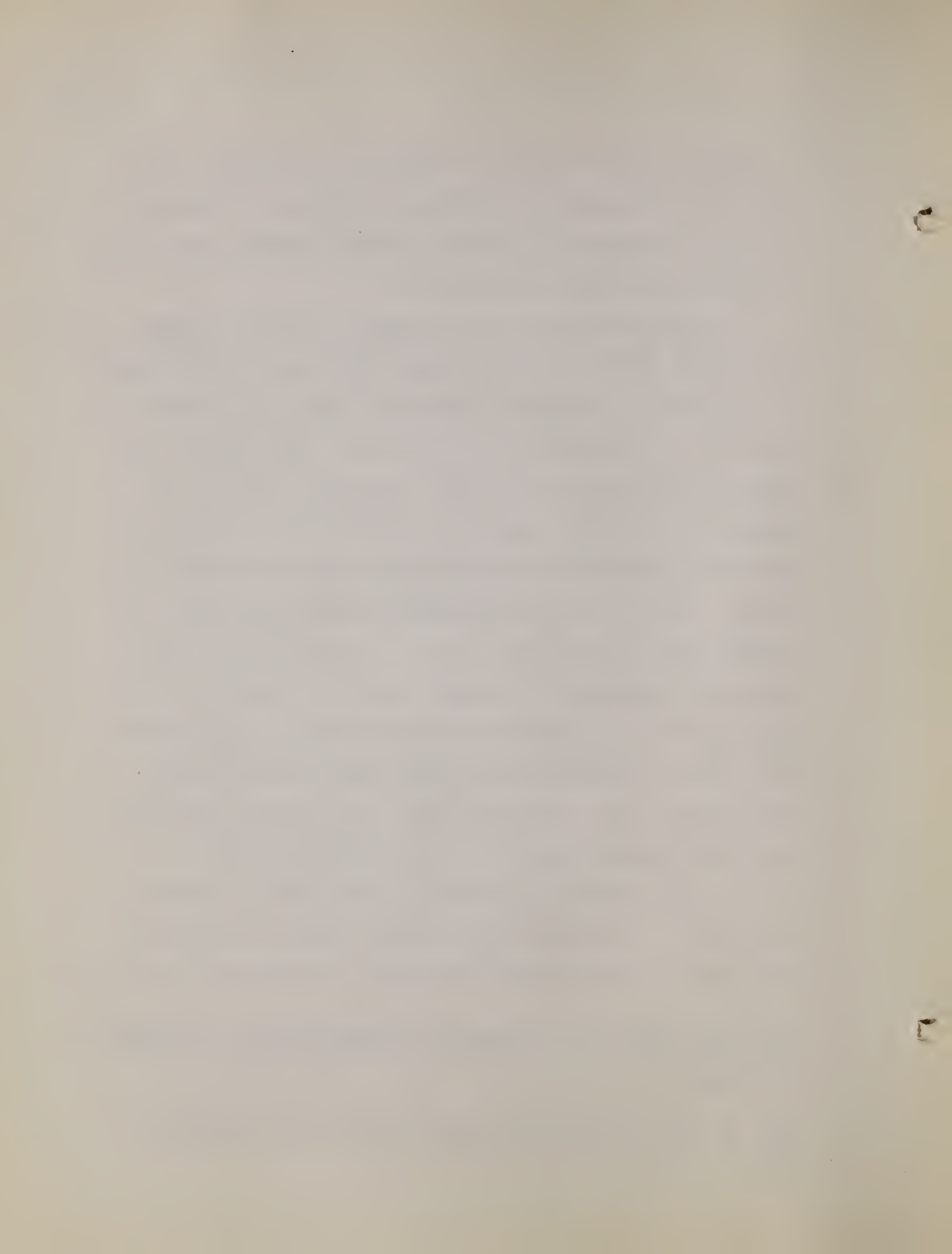
a college in which he is, or might be, interested. For those not interested in college we supplied addresses for business, technical and special schools ranging from fingerprinting to foreign languages.^{1/}

Besides the use of the catalogues themselves, the purposeful nature of the work, and the successful feeling of receiving a personally addressed reply, have opened the way for further work of this sort. Next year we will include projects to secure free government literature, material from travel agencies, and—though it may be unethical—we will mail serious answers to want-ads in the paper. There is a dual advantage in such a project: a regular English technique becomes vitalized and purposeful, and a quantity of valuable guidance material is put directly into the students' everyday work. As an example of a further carry-over, an answer one boy received in French from Laval University seemed to give him his first conscious non-academic use of his language study.

A more functional approach to the letter of application than that in the usual grammar book can be found in occupational literature.^{2/} Through the writing of letters

1/A very useful aid: Educational Opportunities of Greater Catalogue 23, 1945-46, Cambridge: Prospect Union Education Exchange.

2/A. A. Liveright, Your Job, How to Find It, How to Hold It, Chicago: Jewish Vocational Service and Employment Center, 1940, p. 17

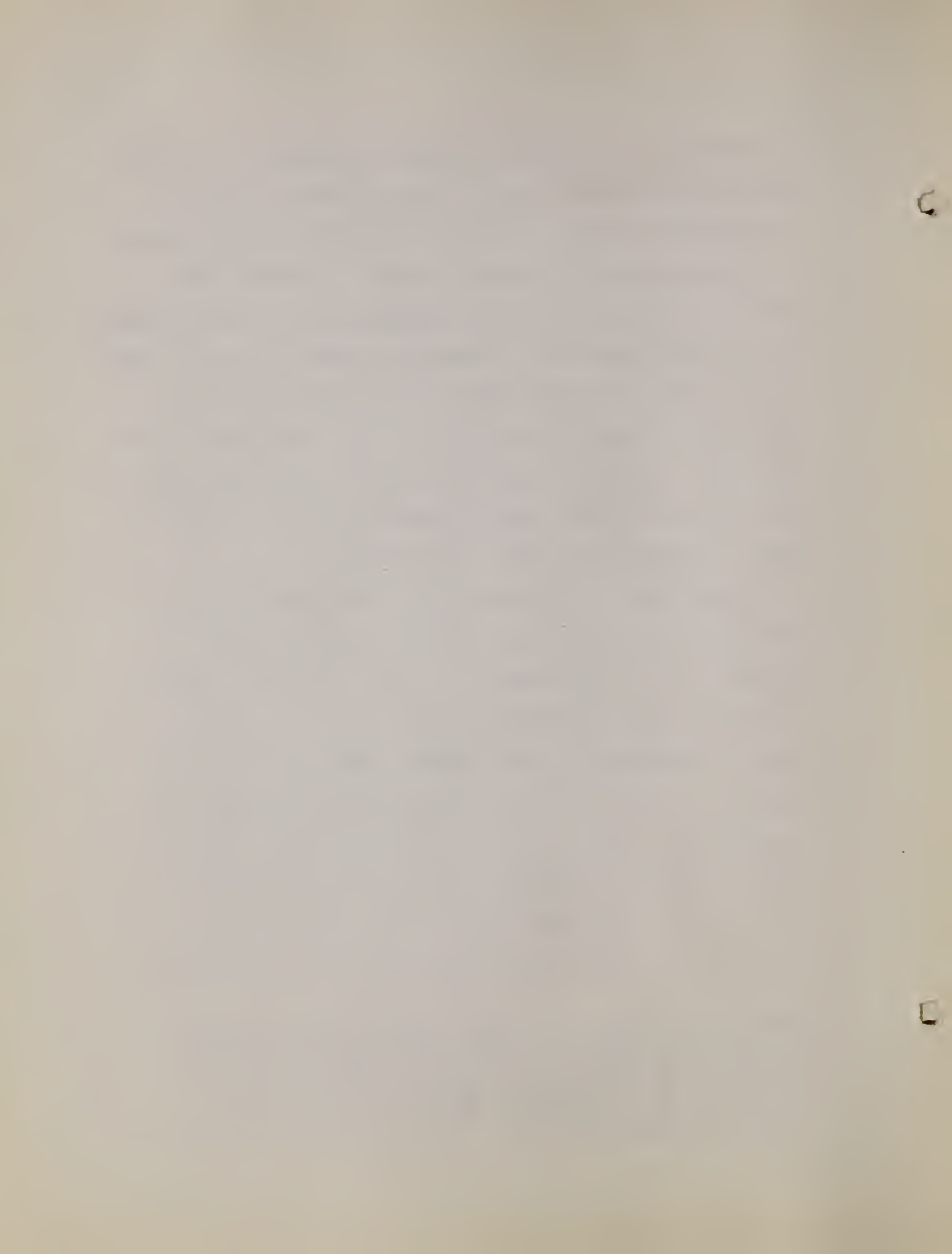


of reference, it will be possible to suggest the value of good references, and also to focus attention on those qualities which are normally discussed in such writings.

As a technique of better social adjustment, the friendly letter has numerous possibilities. Many a lesson on the social amenities is innate in such a unit, and much of the indicated uncertainty over polite usage can be relieved through a discussion of what, when, and to whom to write. Usually we spend much time on paragraph-making; the same material can be put across with added values if those paragraphs are united in letters.

Among other writing projects, the English teacher invariably spends some time on précis-writing, note-taking, and the development of topic sentences. These procedures might well be presented with the conscious aim of teaching good study habits. Evidence is not wanting to show that this is an area sadly in need of attention.^{1/} Belated courses on how to study are frequently given for psychological credit in college, but as it is the high school which first presents the student with significant problems in the art of study-

^{1/}cf. S. G. Cooper, "Teaching Students How to Study" Educational Review 57: (May 1943) p. 387-98; Jessie Charters, "Methods of Study Used by College Women," Journal of Educational Research, 10 (December 1924) p. 344-55; C. H. Dempsey, "Brief for Home Study," Journal of Education 118: (December 1935) p. 543-5.



ing, it is at this level that the elementary steps to proper study should be taught. Of sixteen items listed in one successful study course, every single one is represented in the syllabus of a normal comprehensive English course.^{1/} It remains only for the English teacher to become conscious of the true vocational value of such techniques as outlining, note-taking, reading for comprehension, and writing the précis. Statistics are available to show what can be done with a determined effort to teach principles of study.^{2/} Our next year's course will aim at the school-adjustment problems through stressing the English techniques that are essential to successful study.

^{1/}Salvatore DiMichael, "How-to-Study Course", School Review 51:6 (June 1943) p. 353-9.

^{2/}Stephen Corey, "The Efficacy of Instruction in Note-taking," Journal of Educational Psychology 26: (March 1935) p. 188-94.

J. W. Caulfield, "Assignment Sheets and Study Guides", Modern Education, (October 1931), p. 30-31.

H. A. Cunningham, "Teaching How to Study", School Review 33: (May 1925) p. 355-362

Claude Crawford, "Reading and Outlining as Methods of Study", Educational Method 8: (May 1929) p. 434-439

CHAPTER VII
GUIDANCE THROUGH READING
Informative Reading

For purposes of convenience, a somewhat arbitrary division is made in the discussion of guidance through reading. As informative reading we will discuss those books from which the student will consciously acquire those facts, attitudes, and ideas which contribute to sound behavior. By affective or emotional reading we mean those books which more or less unconsciously influence the pupil to sound behavior through his identification of himself with the protagonists in their problem-solving. There is much over-lap between the two types, but the latter is worthy of notice because of the value that clinicians are beginning to find in it.

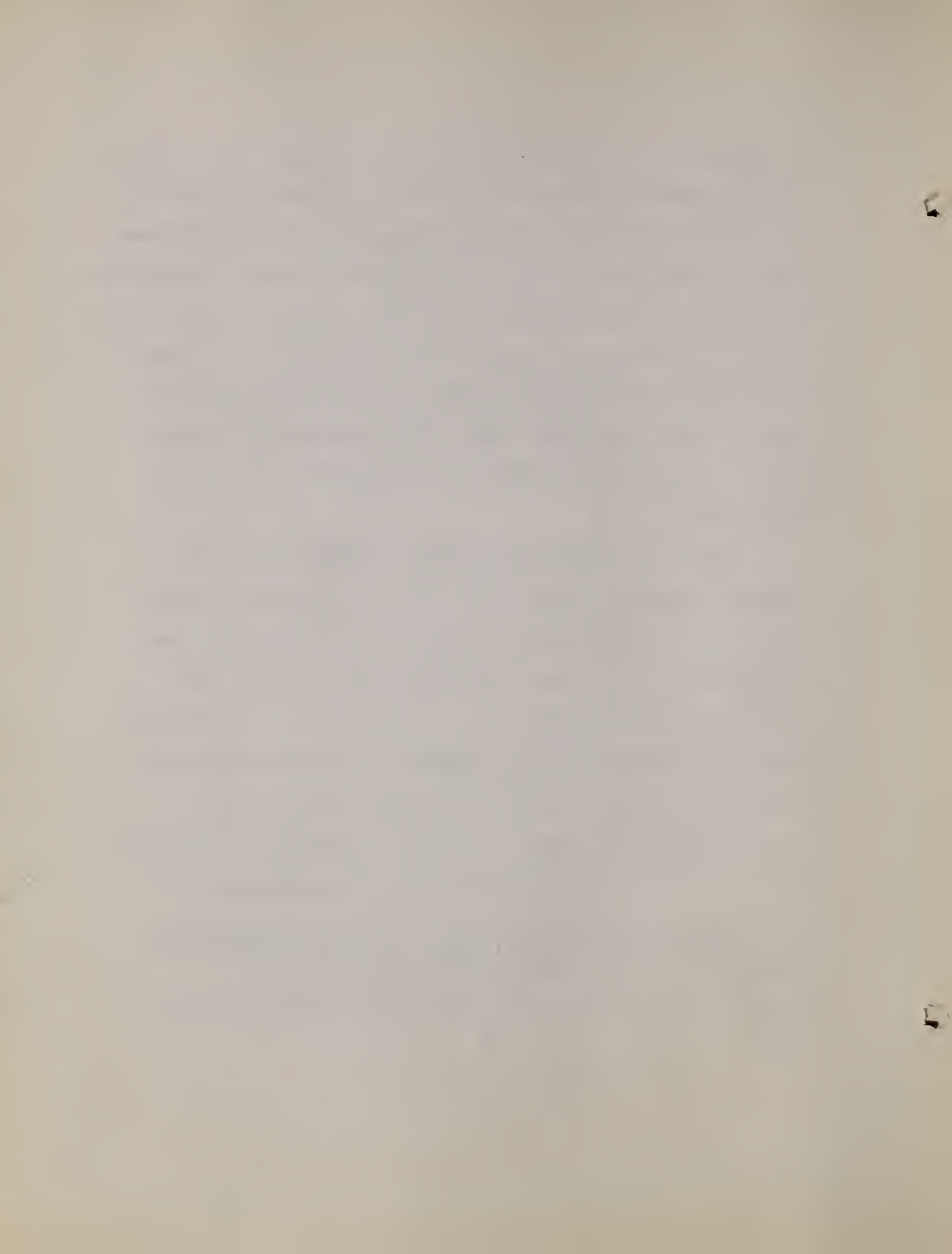
An enthusiastic exploration of the value of reading can carry the teacher over to the notion that a proper English program would eliminate all the other academic subjects on the curriculum. And on the other hand, the harried teachers of algebra, history, and chemistry seem to have some justice on their side as they wonder just

who is teaching reading. The present writer stands between the two--timid, but somewhat hopeful. There is certainly no doubt in his mind as to the importance of reading-content on young people in the highly receptive and impressionable years of adolescence. We agree readily with Hall that "perhaps nothing read now (in pubescence) fails to leave its mark....Literature comes in the closest relation to life, keeping the heart warm, reënforcing all its good motives, preforming choices and universalizing its sympathies."1/

Before discussing the guidance possibilities of reading, it might be well to review our normal reading requirements in third-year English. Our class text is an anthology, "American Profile"2/ which follows the historical development of our country and its literature. Readings in the novel are suggested for each period, but are so unselected in terms of reading ability that a student may be reading Jane Austen's Standish of Standish in September and Clarence Day's Life With Father in May.

1/ G. Stanley Hall, Youth, Its Education, Regimen, and Hygiene, New York: Appleton Co., 1918, p. 259.

2/ Roy J. Deferrari et al., New York: Sadlier Company, 1944.



We are convinced—and not without a good deal of company--1/ that reading interests and abilities in any class are so diversified as to make individual programs a necessity. Even more than a clinical remedial program for the deficient, there seems to be a need of sound planning for the normal individual. Too often reading becomes a nightmarish requirement, and fascinating stories are dissected until all that remains is a thin line of rising and falling action, and rows of students packing their brains once a month to find why the author wrote the book they have just entombed.

In hopes of avoiding that, we start the year with free reading (done partly in class), even suggesting sports stories and murder mysteries for those who have not yet developed the love of reading. During the silent reading the teacher has an opportunity to do much exploration of taste and of previous reading, plus suggestions of interesting follow-ups to the book at hand. Some few in June are still reading mystery and sport stories, but have at least progressed from Mr. Moto to S. S. Van Dyne or from Frank Merriwell to Paul Gallico. I doubt seriously that a compulsory plowing through Cooper would do more for these boys than a rapt reading of the biography of Lou Gehrig. For the majority, though, progress is more noticeable and logical. Following no set pattern but their own interests

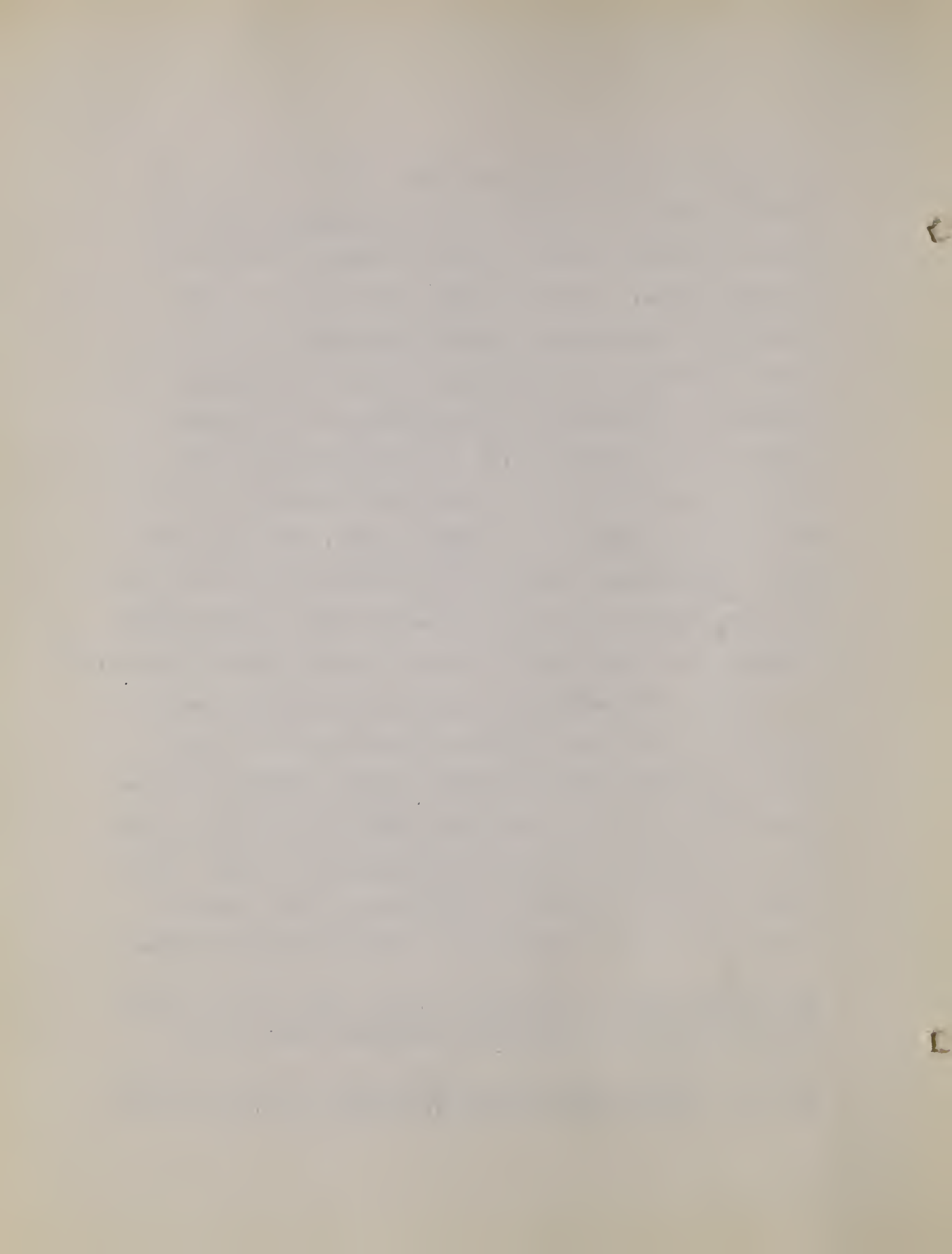
1/See Marie K. Conroy, "Using Individual Reading materials Instead of Class Sets of Readers", Seventeenth Yearbook of the Department of Elementary School Principals, Vol. 29, No. 7; Washington, D.C.: N.E.A., 1938, p.435-41.

and experimenting with suggestions, most of the boys by June have moved on through such as Halliburton and Owen Wister to such as Helen C. White, Kenneth Roberts, and Sinclair Lewis. I am not so much concerned with their knowing the sociological import of Steinbeck as with their learning to enjoy reading, and thus carrying a medium of recreation and information on to its culmination in their adult life.^{1/} It is consoling to find that our departure from a standardized program of reading is not uncommon in the schools today, and also sobering to realize that "If valid selections are not made from the vast storehouses of good literature and of informative reading, the responsibility rests on local English teachers."^{2/}

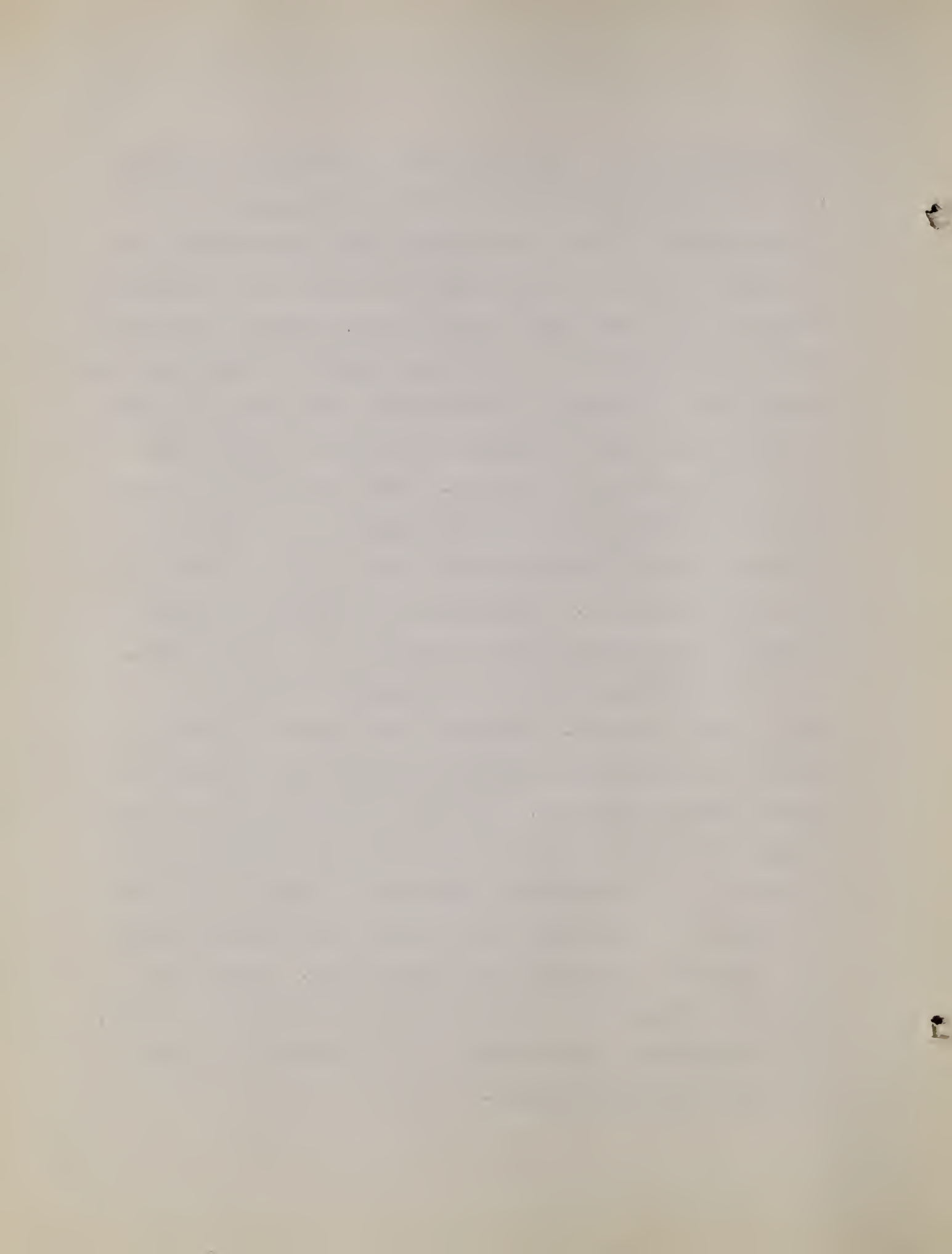
Before considering some of the guidance-laden areas to which we shall make suggestions next year, it seems well to indicate that our normal program involves the outside reading of a book every two weeks. No written reports are required; an oral criticism (frequently a quiet discussion of opinion between the individual and the teacher) suffices. This oral approach is a fair guarantee against

^{1/} See Neal Cross and Holland Roberts, "Our Present Interest in Reading for Life", Cal. Journal of Sec. Ed., 12 (November 1937) p. 402-406.

^{2/} Roy O. Billett, Fundamentals of Secondary School Teaching Boston: Houghton-Mifflin, 1940, p. 190.



commercialization of book reports, an inevitable outgrowth if a standardized form of written report is used. To further safeguard against evasion, and more especially to discourage mere quantity in reading, it is our custom occasionally to give brief tests on books read. Several samples of these can be found in the Appendix, page 86. Each test contains five or six groups of questions; the student is given a single group and is expected to be able to answer four out of the five spot questions. Over the years large sets of these questions have been developed and re-checked by English teachers in the scattered high schools conducted by our Congregation. Naturally, this can become a bulky thing if an unlimited range of reading is permitted; to meet this difficulty we give the student in September a suggestive book-list. (A sample form is in the Appendix, page 82.) We are not satisfied with our list, and have it under constant revision. At best, it is an effort to steer clear of "required readings" that have made English Classes so morbid and so harmful in developing an appreciation for reading, and at the same time it provides reasonable range and necessary limitations for free reading. Through the generous application of extra credit for additional reading, the writer finds a good number of his students averaging four and five books a month.



While we speak of making reading light and pleasant, we should not forget that pupils will read difficult books on the things that interest them. It is not infrequent to find such as the one who was bored to death by Joseph Conrad losing himself in vector analysis or navigational problems. If the pupils are interested in themselves as newly found creatures in an adult world, why not expose them to serious readings on adolescence and youth problems? A good bibliography of fictional reading that centers on the difficulties of youth has been begun by Lotta S. Page.^{1/} But mere fiction is not enough. We intend next year to have available for experimental reading a group of standard texts on adolescence and guidance. Psychological justification for such a procedure can be found in the current parallel exposure of mental patients to literature of a psychiatric content.^{2/}

Our third-year course does not embrace Shakespeare's works, but an illuminating study is available on his treatment of adolescence, and the courageous teacher has good material in his plays for an open discussion of youth problems.^{3/}

1/Development of the Student Topic Check-List, Boston: B.U. Thesis, 1945, p. 68-69.

2/See: J. M. Hunt, Personality and Behavior Disorders, New York: Norton Co., 1944, p. 1130-1163. Also: W. Menninger, "Bibliotherapy", Bull. of Menninger Clinic, 1, 1936-7, p. 263-4.

3/M. F. Libby, "Shakespeare and Adolescence", Pedagogical Seminary, 8 (June, 1901) p. 163-205.

One distinct area in which we shall suggest books next year is that of civic consciousness and racial tolerance. In their free-writing many of our boys showed that they lived in such ego-centric worlds that consciousness of their part in society and of other people's problems is a desirable acquisition for them. It has been shown that this awareness can be gained through reading.^{1/} Two excellent bibliographies have been prepared on texts that aim at intercultural understanding.^{2/}

The field of moral guidance is adequately taken care of through our normal religion courses, and yet it is an area that always needs supplementary work as youths keep growing into new problems. The writer is by profession more naturally conscious of this area, and has at his disposal a quantity of wholesome reading pertinent to it. Such authors as Emmett Lavery, Helen C. White, Sigrid Undset, Theodore Maynard, and Kathleen Norris are frequently recommended. That moral or character education is necessary in all schools is one of the tenets of the often-disputable John Dewey.^{3/} We can and will do more work on those aspects

^{1/} Jennie Brown, "An Experimental Teaching of Civic Thinking", Jr.-Sr. High School Clearing House, 4 (February 1930)p.374-6. Also: Renelda Capuzzi, Books and World Friendliness, Iowa, Iowa University Thesis, 1939.

^{2/} Murray A. Goldberg, "Six Bibliographies for Intercultural Understanding", English Journal 34:9 (November 1945), p.493-6. Essie Chamberlain, "International-Mindedness Through Books," English Journal 22 (May 1933) p. 382-91.

^{3/} "Character Training for Youth," Recreation 29 (June 1935) p. 139-41

of character-formation that are not essentially moral issues. For this, the biography is the most fertile field.^{1/} Three excellent bibliographies of biographies have been prepared, offering many fine suggestions for the interested teacher.^{2/}

Under its present schedule, Keith Academy does not offer any course in occupations. We hope to fill this void partially next year by means of directed reading in the occupational fields. It has been suggested that much vocational material can be found in standard fiction, and a thorough bibliography has been prepared on the subject.^{3/} However, it is the opinion of the writer that most of his students have made little or no selection of their future, and the primary need is for an exposure to the general fields of work with their varying demands and possibilities. We intend next year to have accessible a number of standard works surveying the field. As an introduction to the texts, under our library training and orientation unit we shall require a brief outline of some occupation that interests the boy. As an approach to clear

^{1/}Madeline T. Dwyer, Character Education Through Biography, Boston: B.U. Thesis, 1938

^{2/}George A. Coe, Education in Religion and Morals, New York: Revel Co., 1904, p. 407-22.
Committee Report, Character Education in Secondary Schools, Report of the High School Head Masters' Association, Boston, 1928.
J.J. Mairs, "Course in Moral Instruction", Mississippi Educational Advance, 15 (June 1924) p. 42-45. (Books are classified under specific character traits.)

^{3/}Vocations in Fiction, American Library Association, 1935.

thinking on the subject (or at another time when the class is dealing with the art of outlining), we shall have the boys assemble a model outline for the investigation of any given occupation.^{1/}

After this exposure to digging into the literature, it is hoped that the student will be able to approach fictional reading on occupations with a definite interest in mind, and with an established idea of what to look for in any occupation. From here through it is a matter of individual interest and of helpful suggestions for allied reading. For any professional training that involves higher education, popular books on mathematics, science, and history may introduce the student to more intensive study in his normal school-work as he sees its practicality in his career.^{2/} This area of occupational reading is one in which the English teacher can make his most * significant contribution to guidance; its limitations will be only his knowledge of the literature, and the library facilities at his disposal. Merely to thumb through a bibliography and locate a title under the heading of plumbing is not enough. The teacher should investigate the reading-level, *

1/N.V.G. Committee, "The Basic Outline", Occupations 19, (October 1940) p. 21-23.

2/Lois K. Clarke, "Recreational Reading in the Social Studies", Social Education 2 (January 1938), p. 31-34.

and examine the content to be sure that an attractive novel was not put on the list merely because a plumber walked in and out with his tools in chapter ten. The present writer has to do a good deal more investigation of this area before he is competent to speak further.

Family life and its problems is an area abundantly covered in current popular literature. Since the difficulties in this sphere are intense, highly personal, and generally beyond the range of either teacher or student to alter, there is a limited number of objectives to be aimed at. Certainly no good is achieved through heightening the contrast between idyllic portrayals and the student's awareness of an incurable situation at home. These texts must be selected which focus the pupil's attention on his own possible contribution to the home-problems, which ease the burden a bit by showing that his problem is far from unique or extreme, or which offer a ray of hope by showing how out of similar distorted conditions other families have become united or individuals have risen to admirable heights. An introductory selection of texts has been presented by Dr. J. Wendell Yeo,^{1/} but for the most part the teacher again has to explore his own reading and local facilities in the light of these new

^{1/}J. Wendell Yeo, "Getting Along With One's Family", Education, (October 1944,) p. 1-10.

objectives.

Social life and manners is so vast an area that it is hard to handle in this limited approach. One facet that is especially troublesome to the average boy is the matter of elemental courtesy in social intercourse. Anyone dealing with youth is bound to notice their almost pathetic thirst for education in the social graces. It is surprising to see that the Mooney list offers practically no opportunity for the student to indicate his problems arising from ignorance of correct social procedure. This omission is perhaps not a mark of a negligible problem-area, but rather a reflection of the fact that each problem in good manners must be solved on the spot, and it can appear in a survey only as a vague impression of the subject that he is shy, or does not get along well with people. Evidence supports our impression that the niceties of social usage do plague most young people.^{1/} In general, books on etiquette seem to be too far removed from the language and modus vivendi of our "jive" boys and quarterbacks, our grocery clerks and part-time students. We have arranged for a shelf of several popular books on manners, but are still searching for a live presentation of this eagerly-sought information.

^{1/}J. Roy Leevy, "Social Competence of High School Youth," School Review, 51 (July 1943) p. 342-7.

Evidence points to the fact that our students are progressively being exposed to the need for more leisure-time activities. As we gradually slip back into the pre-war trends of the labor market, we are to set the continued decline of productive work among the high school group. In 1900, sixty percent of the fourteen-to-nineteen year boys were employed; by 1940 this figure had dropped to less than thirty-five percent.^{1/} We are faced further with the fact that the average age of the high school graduate has dropped from eighteen years to slightly more than sixteen. This is not a purely war-time phenomenon, but a gradual tendency over the years.^{2/} The English teacher must assume new responsibilities in the light of the sudden and drastic prolongation of adolescence that is sure to follow if the world remains at peace.^{3/} Studies are numerous on the types of reading that are most prevalent in recreational hours.^{4/} So far as our next year's program is concerned, it seems

^{1/} Charles H. Judd, "Real Youth Problem", School and Society, 55 (January 1942) p. 29-33.

^{2/} Robert Reeves, "Problems Confronting the High School Graduate", School and Society, 57 (February 1943) p. 215-6.

^{3/} E. C. Cline, "Social Implications of Modern Adolescent Problems", School Review 49 (September 1941), p. 511-514.

^{4/} A. M. Jordan, Educational Psychology, New York: Henry Holt and Co., 1928, p. 111-112. Sister Cecil, "School, Reading, and Leisure Time," Catholic School Journal 1937, (June 1939) p. 167-69. Stella Center, "Leisure Reading of New York City High School Students," English Journal 25 (November 1936) p. 717-726.

unwise to gather lists of titles such as those presented in the average survey as being most popular with the tested groups. 1/ It shall be our aim and hope next year to intensify the reading program, to make suggestions measured more carefully in terms of reading readiness, and to have every boy discover what it means to get the right book-- the one that will take his mind off his worries and off himself, that will lift him up by the bootstraps and keep him hanging there in suspense until the night is far spent and a brighter day is dawning.

1/ John W. Carr, "Recreational Reading for Bright Children", Childhood Education 8 (February 1932) p. 290-296.

It has always been taken for granted that good reading is intimately associated with good living, and like most things that are taken for granted, very little was ever done about it, even to defining the word "good". Eyebrows are lifted if we challenge the statement, which is a good indication of the need for investigation. Leon Carnovsky states that as yet we know absolutely nothing of the carry-over from reading to life,^{1/} and yet in setting up the objectives of a course in reading, the authorities frequently imply that this will be one of their aims. "Any adequate definition of reading must include grasping the thought presented in writing, reflection, discrimination, evaluation of the thought, and proper action resulting from it."^{2/} One looks in vain through the more than eight thousand references in Betts^{3/} for serious studies or even a genuine curiosity concerning the effects of reading on behavior of normal people.

Fortunately, the modern connection of reading with the

1/Leon Carnovsky, "They Read: What Then?", Journal of Adult Education 7 (June 1935) p. 286-9.

2/Cross, Neal and Holland Roberts, "Our Present Interest in Reading for Life", Cal. Jn. of Sec. Ed. 12 (November 1937) p. 403.

3/Emmett A. and Thelma M. Betts, An Index to Professional Literature on Reading and Related Topics, New York: American Book Co., 1945.

psychological laboratory is leading towards possible scientific investigation of the field,^{1/} and psychiatric work on the effect of directed reading on behavior disorders is now being published under the name of bibliotherapy. The term has been popularized as a "science of literary dietetics",^{2/}

an inaccurate and unfortunate phrasing, suggestive of book cataloguing in terms of caloric contents or their psychic equivalent. Efforts to ascertain the dynamics of a man's literary diet are dealing with factors so intrinsically immeasurable as to preclude the possibility of any valid conclusions.^{3/} And this is hardly to be deplored, for bibliotherapy as a technical science bespeaks a stability of emotional and intellectual response rarely to be found in the normal person and hardly to be expected in the clinic. One conjures up libraries functioning like automats, with the nickel in the right problem-slot, and a money-back

1/Some introductory studies: D. Smith, "Function of Reading Guidance in the High School", U. of Chicago Reading Conference 1:49 (November 1939) p. 318-322
P. Diederich, "What Can Literature Do to People?", Ibid, 2:51 (October 1940) p. 313-318.
D. Maples, What Reading Does to People, New York: Revel Company 1940.

2/Alice Bryan, "Can There be a Science of Bibliotherapy?" Library Journal 64:11 (January 1940)p. 39.

3/James Gagnon, "Is Reading Therapy", Disorders of the Nervous System, 1942, 12, p. 116.

guarantee.

Bibliotherapy has a modest claim to value as an art, not a science, and in this light we shall discuss it. It is the art of recommending books, the right book to the right person,^{1/} with special reference to those persons suffering, or apt to suffer, from social and personal maladjustment. Cogent proof of the potency of the printed word can be found in the raison d'être of indices of forbidden books, in the Hitlerian proscription of anti-Nazi texts, or in the recent controversy over Strange Fruit. The affective or emotional aspect of reading need hardly be shown. In the theater the cheers of the children for the "Lone Ranger" and the tears of the adults for "Mrs. Miniver" are merely a vocalization of the same cheers and tears that the reader has for the dashing heroes of Owen Wister or the saddened lives in "Now Tomorrow". The essence of reading as bibliotherapy lies in this participation in another's emotion, in recognizing the similarity of other's reactions, in exploiting personal discoveries and individual interests.

The values of this aspect of therapy are lost in the maze of factors influencing the fruition of sound principles of conduct and rational behavior. The real index of value

^{1/}Bernard Leary, "Adjusting Books to Children's Interests and Abilities", University of Chicago Reading Conference, 1:49 (November 1939)p. 308ff.

in emotional reading is the amount of abreaction or self-projection the youth performs in identifying himself with the subject of his book. This emotional factor of reading readiness may account for Moore's problem where the child recognizes intellectually the sound principles found in his reading, but fails to make the transference to his personal situation.^{1/} The cue here is in the enjoyment of books for sheer readability. It is not sufficient that the youth recognize good principles; he must read avidly, and will absorb those principles in proportion as he is engrossed in the book for his sake.

Since the general reading program is a very flexible thing, perhaps something can be attempted in this line for next year. Here, as in most schools today, the standard reading diet is either the Dickens-Shakespeare or the Hemingway-O'neills brand, depending on whether the head of the English department attended normal school in an odd or in an even year. Since this range is possible, it is urgent that it be used to best advantage. There is available a bibliography of books classified under problem areas, and calculated to influence the student subconsciously towards a more sound solution of his life-problems.^{2/} Attempts

1/Thomas V. Moore, Nature and Treatment of Mental Disorders, New York: Grune & Stratton, 1943, Chapter 12.

2/Clara Kircher, Bibliotherapy, a Bibliography, Washington: Catholic University Press, 1944.

Also: John Bradley, "The Use of Books for Psychotherapy", American Journal of Orthopsychiatry 6 (May 1936) p.23ff.

will be made in our next year's program to explore the possibilities of this form of guidance.

CHAPTER VIII

GUIDANCE THROUGH MISCELLANEOUS ENGLISH TECHNIQUES

English is such a flexible subject that it is not safe to say just what techniques will be stressed in each succeeding year. And the offshoots of the class are so diverse that Heaven only knows what extracurricular activities are to be designated as obviously the work of the English teacher. Among those techniques and activities are often found the most productive media for guidance.

Journalistic training begins with the first lesson on participles and ends with the last edition of the school paper. We must confess that in the past, while we have often spoken of modern journalism, we have ignored the journalist himself. It seems no departure from our proper field to include some notes on the writing profession and its allied fields of printing and publishing; rather, such a procedure seems to offer strong motivation for interest in our usual subject-matter. In the school paper, which is under our direction, there has never appeared anything in the line of occupational material or the discussion of youth problems; this we plan to remedy in the remaining

issues of this year as an experiment to fuller development next year. We boast that ours is one of the rare school papers that represents a student rather than a faculty activity, but we have erred in letting only the small editorial staff profit from the necessary connections with printer, engraver, and advertising concerns. Our printer at least is willing to cooperate in displaying his large plant to visiting classes next year. Another literary endeavor, the annual, has been omitted in recent years due to prohibitive conditions incidental to the war, but plans are underway to put out an edition next June. If the work falls our way, the task will be approached as the contribution of photographers, engravers, printers, designers, and binders to the boys' stock of occupational information.

The speech arts too begin in class with the oral composition and end in the auditorium with debates and oratorical contests. As an experiment this year, we limited class talks of the boys to sales situations; their rise to meet the challenge of convincing salesmanship has suggested further planning in that field next year. As a result of our occupational interest, a projected job-interview will be added to the program. A favorite digression of our own has always been the art of using the telephone—a slight thing, but one in which the boys display a certain timidity and often an ignorance of common courtesy. Such a subject is a good approach to manners again; we hope to supplement

it with a little oral work on the proper form of making introductions and choosing material for conversation.^{1/}

The latter is indeed a lost art, and it is imperative that every teacher become conscious of the proper balance between absorbing facts and expressing self as a foresighted preparation for the world in which our students are to live.^{2/} In closing this topic, it is well to suggest the problem of those who show distinct speech disability in class. An alert teacher can accomplish much for personality-adjustment if he is prompt in referring these cases to proper clinical authorities.

Reference work and library training is another "must" for the thorough English teacher. College professors are not slow to indicate that their students come to them totally ignorant of basic sources and techniques of reference.^{3/} Few more interesting projects can be presented to the student than the invasion of the library with the challenge to find useful information.^{4/} Among such endeavors contemplated for

^{1/} Agness Boysen, First Things First, Chicago: Associated Authors, 1938p. 84ff.

^{2/} I. P. Davis, "Speech in the Educational Program Today", Claremont College Reading Conference -Summer Session 1941, Claremont, Cal.: Claremont Colleges Library, 1941.

^{3/} W. W. Charters, "College Preparation for Reference Work", School and Society, 27 (February 1928) p. 150-52.

^{4/} Helen S. Carpenter, "Correlating the School Library and the Classroom," Wilson Library Bulletin 8 (March 1934) p. 383-90.

next year are the investigation of specific job-requirements, and the analysis of the programs of schools of higher learning.

Remedial reading is an instructional art that has suffered from careless publicity, to the extent that now there is an aura about the term, and the general high school teacher feels that what the student has missed in his previous reading program can be acquired only in the rare and over-worked remedial clinics. It is true that serious reading disabilities present problems beyond the reach of the teacher in the normal class. It is true also that grave maladjustments of personality are frequently either the cause or effect of these serious disabilities.^{1/} But there is no justification for the conclusion that the class is neatly divided into normal or poor readers who can survive somehow, and pathological cases that belong in the clinic. School failures and school-leavers come principally from this "poor-reading" group.^{2/} The obvious question is whether the English teacher can hope to do much to salvage these weak ones or to stimulate the more successful. And

^{1/}Arthur Gates, "Maladjustment Due to Failure in Reading", School Executive 60 (June 1936) p. 379-80.
Robert Challman, "Personality Maladjustments and Remedial Reading", Journal of Exceptional Children 6 (Oct. '38) p. 7-11.

^{2/}Charles Dickenson, "A Study of the Relation of Reading Ability to Scholastic Achievement", School Review 33 (October 1925) p. 616-20.

the answer is very positive. It can be done in high school, inexpensively, and by non-experts dealing with groups.^{1/} Among the suggested procedures are the improvement of speed and comprehension, the increasing of vocabulary, and the cultivation of pleasure and good taste in reading. These are means quite within our power, and shall receive their proper share of attention in our schedule for next year.

Dramatics are seldom employed in the classroom after the elementary grades, though some of the techniques we hope to employ under oral English might be graced with the name of drama. A wealth of useful material in this field has been prepared by Samuel S. Richmond.^{2/} To his many suggestions we add a few of our own that are eminently practical for class use. Dramatization of the job-interview is a lively way of presenting valuable guidance material to the students; the class gives its seal of approval by voting for the best presentation. As another approach, a group will be instructed to sell a given product to the

^{1/}E. J. Dian, "Let's Give Them the Reading Tools", English Journal 32 (March 1943) p. 142-6.

Ada B. Deal and Albert Seamans, "Group Remedial Reading in High School", English Journal 28 (May 1937) p. 355-62.

Edward W. Dolch, "What to do with Reading Deficiencies in the Secondary School", Educational Outlook 15 (November 1940) p. 25-31.

^{2/}Guidance Function of the Junior High School Assembly with Particular Reference to Programs in Drama, Boston: B. U. School of Education, Unpublished thesis, 1939.

class, again with the vote of approval to offer both incentive and the seal of success. Little skits will be prepared involving the proper forms of introducing people. As a means of developing poise and ability to direct group discussion, each member will be asked to conduct the class for a given length of time.

Our school does little in dramatic production, though there is manifestly a desire for it among the students. The writer is convinced from his reading and thinking that we cannot afford to ignore another valuable ally in the interests of guidance. Few school procedures offer such meaningful lessons in social cooperation, voice-culture, poise, confidence, and the art of wearing clothes.^{1/} At the risk of being automatically endowed as a promoter and producer, we shall encourage exploitation of this vast field next year.

^{1/} F. J. Curran, "The Drama as a Therapeutic Measure in Adolescents", American Journal of Orthopsychiatry 9 (April 1939) p. 215-31.

George M. Dowd, Youth, Boston: Catholic Youth Organization, 1945, p. 44ff.

CHAPTER IX

CONCLUSIONS AND RECOMMENDATIONS

Faced with the fact that our students have serious problems in which they need assistance, and that in general such assistance has not been available (there being less than one trained counselor per thousand students of our American schools^{1/}), the writer has tried to show how he can adapt an English program to help solve those problems without sacrificing any of the objectives normal to such a class. As a teacher, the writer hopes to avoid the characterization so unfortunately true of many a member of our profession - "an educational foreman, a teaching monitor, putting enormous gangs of adolescent intellectual workers through the daily form of demonstrating that they have learned a certain number of facts."^{2/}

In order to vitalize our program we have approached the problem from a three-fold aspect: The general need for guidance in all schools, a study of the particular problems

^{1/} Ernest J. Jaqua, Training of Vocational Counselors, Washington: W. H. C. Bureau of Training, 1945, p. 1.

^{2/} William S. and Lena K. Sadler, Piloting Modern Youth, New York: Funk and Wagnalls, 1931, p. 250.

of one school, and lastly a suggestive program to meet these problems. While any program that aims to be useful must be tailored and constantly refashioned to suit the individuals for whom it is intended, we have tried to outline a program and provide sample techniques that can be incorporated or adapted for other programs in other schools.

Evidence reveals that the schools have completely failed to meet the problems of more than half of their initial enrollment, and have done very little to help the average youth solve his difficulties. In general, the areas of these problems, based on frequency and importance, are as follows:

1. Vocational
2. Educational
3. Social and personal
4. Financial
5. Family
6. Health

The number and weight of these difficulties in any group can be ascertained through various techniques, such as:

1. Interview
2. Biography
3. Free-writing
4. Check-lists
5. School records of:
 - Achievement
 - Health
 - Attendance
 - Conduct
 - Extra-curricular activities
6. Rating scales
7. Anecdotal reports
8. Standard tests of:
 - Intelligence
 - Personality
 - Aptitudes
 - Aesthetic value

9. External sources:

- Parents
- Civic authorities
- Church leaders
- Heads of youth activities

To particularize our study, through free-writing procedures 110 third year students were asked to reveal their most perplexing problems. The results were translated into the Mooney Check List to facilitate handling. The areas most significant were vocational, educational, and social.

Short of a formal guidance period, the English class was chosen as the best medium for meeting these problems without sacrificing normal teaching objectives. The subject was unfolded as guidance through the normal techniques of reading, writing, and speech; the only material not usually handled in general English courses is that suggested under the heading of affective reading, or bibliotherapy.

Written techniques that will satisfy English objectives while aiming at problem-solving are:

- Problem writing
- Autobiography
- Selected Theme-topics on:
 - Pleasant and unpleasant personalities
 - People at work
 - Personal plans, activities, prejudices
 - Family life
- Short Story from a germ-plot
- Critical essays on civic and school problems
- Letter writing for
 - College catalogues
 - Government literature
 - Job interviews
- Paragraph work in building good social letters
- Précis writing, as an aid to study-habits
- Outlining and note-taking

Under the heading of reading comes the greatest single good that the guidance teacher can hope to accomplish - teaching the student to read well and pleasurably. Much reading will have a guidance value only in that it presents a laudable leisure-time activity, but among the types to which we direct attention for their content are the following:

Fiction concerning vocations
Texts on adolescence and occupations
Books on intercultural understanding
Biographies
Scientific, historical and mathematical works
Books on etiquette and sound family life.

The affective or bibliotherapeutic values of reading are found when it is possible to have the student enjoy a book in which the protagonist meets and solves problems similar to those of the reader. This is not a new technique, but recent clinical work in the field emphasizes the psychological and emotional transference, and suggests that in the past we have been too concerned with the intellectual and cultural aspects, thus neglecting a very effective problem-solving technique. A handy guide has been prepared to suggest readings for problem areas at differing levels.

Among the numerous activities through which English is taught, the following are some that will at the same time accomplish our guidance objectives:

1. Teaching journalism as a career
2. The school paper as a medium for occupational and educational information.

3. The year book - an economic enterprise exposing its compositors to several professions
4. The speech arts, to develop or further:
 - Sales ability
 - Poise
 - Common courtesy
 - Conversational ability
5. Reference work and library - science
6. Remedial reading
7. Dramatics

The program we have outlined for next year is an ambitious one, and may seem too comprehensive for one teacher to accomplish in one year. In a way it is, and yet no new matter is being added to the program in general: It is a case of substitutions being made, and more especially - of a re-evaluation of content in terms of urgent needs we have hitherto overlooked. If the task is dismaying, we believe that any English teacher who walks into class feeling that he can cover all the normal ramifications of his subject has already ceased to be a good teacher. If we are going to be overwhelmed with work, let us make that work as important as possible.

This treatment has aimed to be suggestive; it is hoped that the material will be eventually developed in the form of a text that will aim at the objectives of English and guidance simultaneously. Further study is needed in many areas, such as:

1. Controlled work in bibliotherapy
2. Application of reading - level studies to Miss Kircher's Bibliography of Bibliotherapy.
3. The preparation of a unit plan for teaching journalism.

4. The writing of more skits and plays for classroom use.
5. Compilation of series of bibliographies meeting guidance needs.
6. Preparation of a classroom library with an eye to guidance.
7. Gathering of large numbers of provocative theme-topics.
8. Further validation of the Woody Plot Completion Test as an index to realistic thinking.

New avenues are constantly being revealed, but it is our hope that the day is not long coming when the English teacher will have at his disposal the abundance of materials he needs if serious effort is to be made in helping pupils solve their problems.

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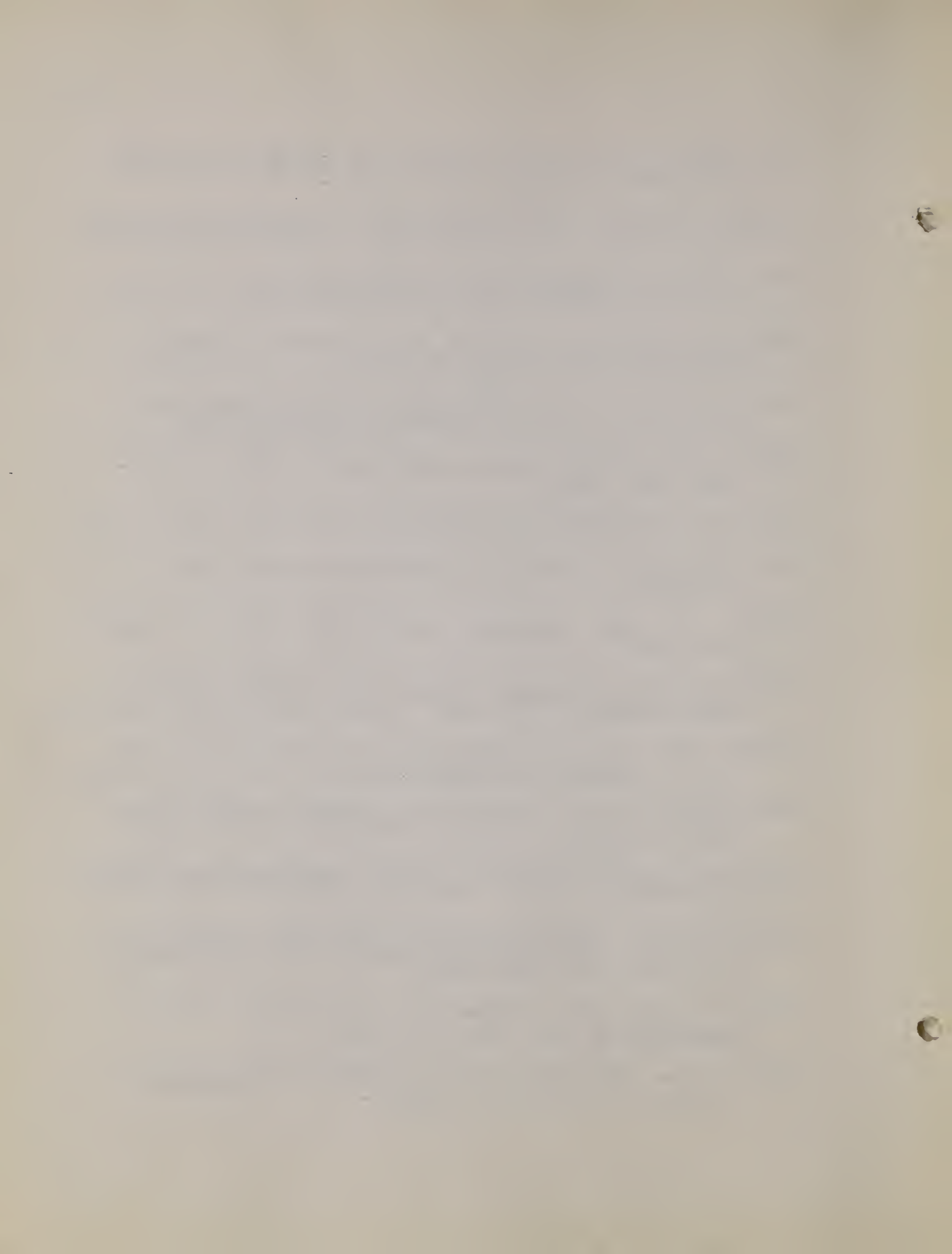
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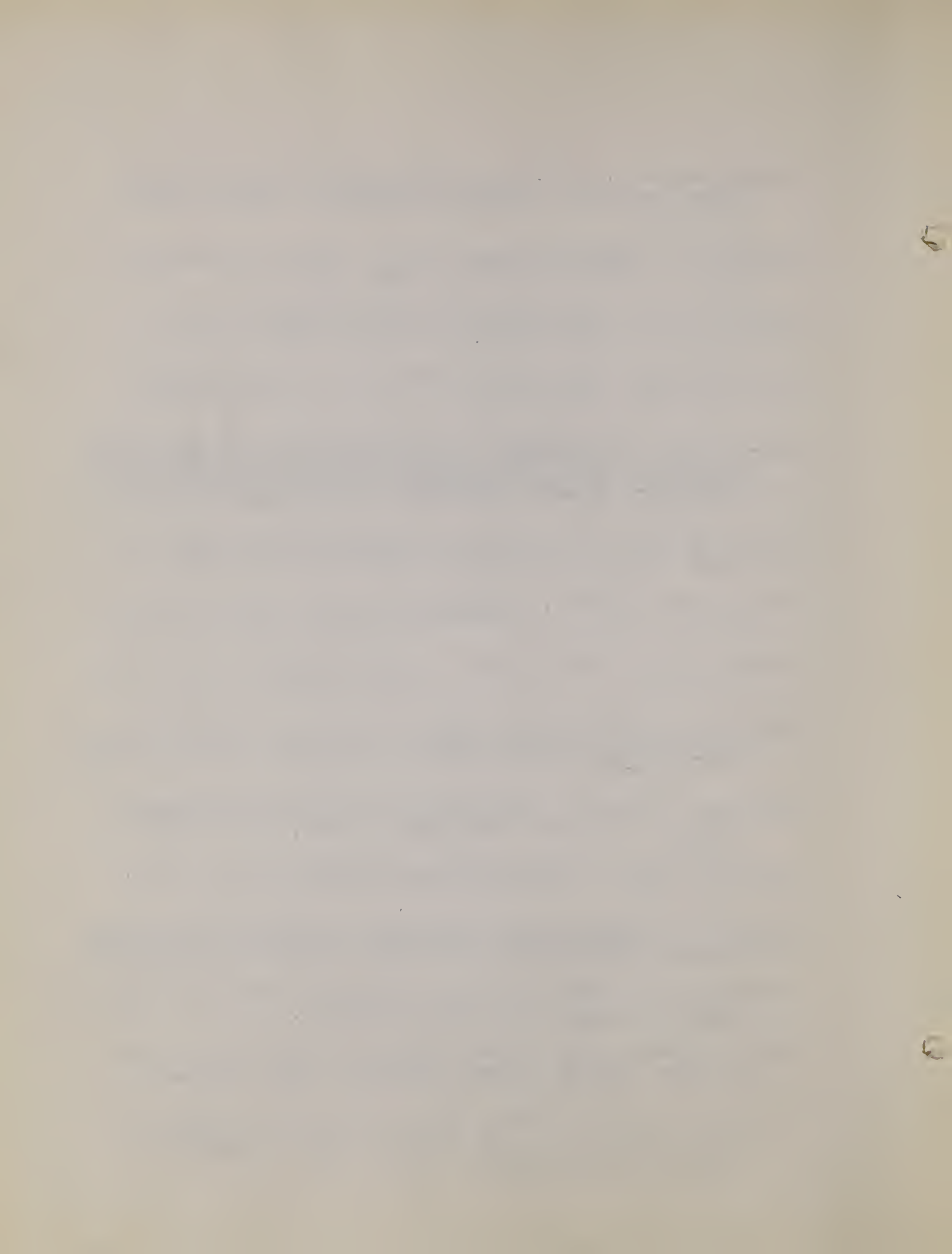
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APPENDIX

Roody Plot Completion Test (Material protected by copyright)

PLOT 1

Mary, a warm-hearted, impulsive girl, who was likely to jump into situations without preparing for them carefully, started to bake a cake one day as a surprise for her devoted mother, a widow who worked every day in an office to support herself and her child. After the cake had been in the oven for several minutes, Mary remembered that she had not put any baking powder into it. Knowing that the housekeeping budget had to be figured closely in order to make their income cover their expenses, Mary felt very remorseful. What do you think happened when Mary's mother came home?

- - - - -
Read the endings that are listed below, keeping in mind the facts of the case and the personalities of the people involved. Then on the answer sheet number each ending 1, 2, 3, 4, 5, according to how probable you think it is as an outcome of the given situation. The ending that you think most likely you will number 1; the one that you think next most likely, you will number 2; and so on through 5. Each ending is to be numbered.

a. As soon as Mary began to sift the flour, she remembered that she had not put any baking powder into the sieve. She did so immediately. The cake was delicious, and her mother praised her.

b. The cake rose as well as if Mary had remembered to put the baking powder into it.

c. The cake could not be used, and Mary's mother, worried about expenses, scolded her for her carelessness.

d. The cake could not be used, but Mary's mother, feeling sorry for the child, told her, "Never mind. Tomorrow you may bake another cake. You will surely remember the baking powder next time."

e. As a punishment, Mary's mother made her eat a large piece of the cake, which was so indigestible that it made her very ill.

* * * * *

PLOT 2

Connie Gray and her mother were very fond of each other. Mrs. Gray had a geranium plant of which she was particularly proud, and which she hoped to exhibit in a flower show. One time she went away for a month to take care of her sister, who was ill. Before she went, she told Connie to water the geranium regularly. There was so much to think of, however, that Connie, who was naturally a forgetful creature, neglected to water the plant at all. The day before her mother came home, the child remembered with dismay about the geranium. What do you think happened?

- - - - -

Read the endings that are listed below, keeping in mind the facts of the case and the personalities involved. Then number all the endings on the answer sheet, from number 1 for the most likely, to number 5 for the least likely.

- a. Even though Connie did not water the plant for a month, it grew and blossomed as well as ever.
- b. Connie's mother wrote to her every week and reminded her to water the plant. Connie remembered to do so, and the geranium flourished under her care.
- c. The plant died, and Connie's mother was disappointed, but she said, "Don't cry about it. I will get another plant and let you take care of it. I am sure that you will not forget to water this one."
- d. To Punish Connie for being so neglectful, her mother did not allow her to have anything to drink for twenty-four hours, and the girl grew very ill.
- e. The geranium plant died, and Connie's mother was so disappointed that she scolded the girl.

* * * * *

PLOT 3

Joe wanted to go to the movies to see the screen version of a novel that his English class had studied, but he had not done any of his assignments, and he did not like to neglect his work. Since the picture was to be shown only one night in the local theater, Joe decided to go and see it, and did so, leaving his lessons undone. What do you think happened the next day?

- - - - -

Read the endings that are listed below, keeping in mind the facts of the case and the personality of the boy involved. Then number all the endings on the answer sheet, from number 1 for the most likely, to number 5 for the least likely.

- a. The low marks that Joe received that day were the cause of his failing to graduate with his class.
- b. Since Joe did not want to stay after school and do the lessons that he had neglected, he decided to trust to luck that he could give acceptable answers if he was called on. All that day he felt very uncomfortable, especially when his history teacher called on him and he could not answer the question.
- c. That night Joe dreamed that the hero of the moving picture came to him and told him the answers to all of the questions in his homework. In the morning he remembered them perfectly, and in every class he recited as well as if he had studied his lessons.
- d. The next day Joe told all of his teachers before school what he had done. Since the picture had educational value and Joe had the reputation of being reliable, he was allowed to make up the work he had left undone.
- e. Just before it was time to go to the movies, Joe changed his mind; he stayed at home and did his lessons.

* * * * *

PLOT 4

Benny, a hard-working student, had five subjects on his schedule in school - English, French, Latin, history, and geometry. Geometry was the most difficult for him. One day he had a great deal of trouble with his geometry lesson. That afternoon he had to take home his assignments in all five of his subjects, because he had spent his study period on geometry and still had not finished it. He decided to do so before beginning on the other lessons. That night he worked late and succeeded in solving all the geometry problems, but he had only glanced at his other assignments. What do you think happened the next day?

- - - - -

Read the endings that are listed below, keeping in mind the facts of the case and personality of the boy. Then number all the endings on the answer sheet, from number 1 for the most likely to number 5 for the least likely.

a. The next morning Benny went to four of his classes unprepared and "bluffed" when he was called on. One of his teachers scolded him, one frowned, and one just looked amused, but he had an uncomfortable feeling that most of his class marks that day were below the passing grade.

b. Benny went to school early and told the other teachers what he had done. He promised not to neglect their assignments again, and they allowed him to make up the work that afternoon.

c. When Benny woke up in the morning, he found, to his amazement, that he knew all of his lessons just as well as if he had studied.

d. Benny did not do his geometry first, but decided to leave it until last and be sure of having his other assignments completed.

e. Benny failed all of his subjects except geometry that year because of the work he missed on the one day when he did not do his lessons.

* * * * *

PLOT 5

Donald was a bright, intelligent boy with high ideals of honor. His scholastic rating was very important to him. One day in a ten-weeks examination in English he came to a question that called for detailed information about the Atlantic Monthly, including the name of the editor. Though he did not remember the name, he had a copy of the magazine in his desk. Since the boy in front of him was tall, Donald was able to open his desk and look at the magazine without being observed by the teachers. He did so. The next day, ashamed of having cheated, he told the teacher, whom he knew to be a fair-minded person. What do you think happened?

- - - - -

Read the endings listed below, keeping in mind the facts of the case and the personality of the boy and that of his teacher, then number the endings in the order of their

- a. The teacher told the class what had happened and gave Donald zero on his examination. Since that test was counted as one third of his ten-weeks' average, he received a failing grade on his report card. "Let this be a lesson to all of you", said the teacher.
- b. The teacher said, "Thank you for telling me. In reward for your honesty, I will give you full credit for all the answers on your paper, including the one that you copied." Donald received the highest grade in the class.
- c. The teacher told no one else, but gave Donald another set of questions to answer. He made a high score.
- d. Donald did not copy the answer from the magazine. He left a blank space on his paper.
- e. The teacher allowed Donald to take another examination. The questions were more difficult for him than those on the original test. Though he did well, his grade was somewhat lower than his score on the first test.

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PLOT 6

Jane was a senior in a New York State high school. As she was taking the course that would qualify her for a college-entrance diploma, she was eligible to compete for a state scholarship, payable on her tuition at any college in the state. The awards were made, at that time, on the basis of ratings received on certain Regents Examinations taken during the last two years of high school. In the county where Jane lived, six scholarships were given. The competition was always keen, and she knew that she would have to earn very high grades in order to win a scholarship. She would be unable to go to college unless she won it.

Thus far she had passed her examinations with high grades, for she was intelligent and worked conscientiously. She had a chance of success, but she was rather weak in mathematics, and her test in intermediate algebra might lower her average. She must do as well as possible in this examination. She was to take it in January.

She worked hard all during the term, and when the time for the examination came, she had little difficulty

until she came to a problem involving a certain formula that she could not remember. A boy sitting diagonally opposite her, an excellent mathematician, was looking over his paper, and was holding it in such a position that she, by leaning forward a little, could read his large, clear figures. The temptation was great, and the scholarship meant a great deal to Jane. She leaned forward and looked at the boy's paper. One of the proctoring teachers saw her as she copied the answer.

The state regulations are very specific and every school in the state must abide by them. The rule is that a pupil caught receiving help must surrender his paper, and his Regents credentials for the term must be canceled. The state department has the option of allowing the pupil to try the next regular Regents examination that is given in the subject, but this permission may be withheld if the circumstances do not warrant leniency. Both the principal of Jane's school and teacher who had seen her copy the answer were very honest about enforcing the rules, and also wished to be fair to all their pupils. What do you think happened to Jane?

- - - - -

Read the endings listed below, keeping in mind the facts of the case and the personalities of the people involved. Number them in the order of their probability.

- a. The proctor took Jane's paper quietly and went to the principal with her. He reported the case to the State Department, but recommended that Jane be permitted to try the regular examination that would be given in June. Jane repeated the subject, and the additional term spent on it helped her to understand it better; she was able to do very well in June, and she won a scholarship.
- b. Jane had such a good record that the principal of the school arranged to have her take a special examination, and she received the highest score in the state.
- c. Jane did not copy the formula, but turned her back immediately so that she could not even see the paper of the other student. Suddenly she thought of another way to do the problem. She won the scholarship without cheating.
- d. The proctor reprimanded Jane before all the students and took her to the principal, who told her that she had

disgraced the school, and wrote to the State Department that he thought an example should be made of her and no leniency shown.

e. The proctor took Jane's paper quietly, and the principal recommended leniency. Jane was permitted to take the examination in June, but she did not do very well on it; her average in the required subjects was not high enough to compete with those of the most brilliant pupils in the county, and she did not win a scholarship.

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PLOT 7

Ray, a rather shy, sensitive high school boy, had ordered a large box of candy to be sent on Christmas Eve from a New York store to Ruth, the girl whom he liked best. Somehow, in the holiday rush, the package was lost, and Ruth never received it. What happened on Christmas day, when Ray called on Ruth?

- - - - -

Read the endings listed below, and number them, as you did for the preceding plots, in the order of their probability. Be sure to remember the given facts, and to give each ending a number.

a. Ray was so convinced of the ingratitude of girls that he never again gave a girl a present.

b. Ruth was disappointed because Ray had not given her any remembrance at Christmas time, and Ray was hurt because she had not thanked him for his gift. He did not ask her whether she had received it, and so she never knew that it had been sent. A coolness arose between them, although they both tried not to show how they felt.

c. Just before the store closed on Christmas Eve, a clerk found Ruth's box of candy under the counter all ready to mail. She put a special delivery stamp on the box and mailed it, and Ruth received her candy on Christmas day.

d. Ray asked Ruth whether she had received his candy, and when he discovered that she had not, the misunderstanding was cleared up immediately.

e. While Ray was at Ruth's house on Christmas day, another box of candy just like the one he had ordered was delivered to Ruth. Ray thought it was the one he had bought. Since

there was no card inclosed, Ruth assumed that Ray had sent the candy, and thanked him for it. They never knew that Ray's candy had been lost.

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PLOT 8

Charles and Shirley were lively, jolly seniors in high school. They had gone to all of the school dances together that year, and Charles planned to take Shirley to the Senior Prom, the last dance of the year, and the most elaborate. A few days before the Prom, he asked her what kind of flowers would look well with the dress she was going to wear, and she said, "Why Charles, I didn't know that you expected to take me to the dance. I waited until a week ago for you to say something about it, and then I told Bob that I would go with him." What happened then?

- - - - -

Read the endings listed below, and number them as before in the order of probability. Be sure to remember the given facts, and to give each ending a number.

- a. Charles was hurt because he thought Shirley should have known that he expected to take her to the dance, and because she had not mentioned Bob's invitation. Shirley was offended because Charles had taken her for granted. They quarreled, and were never quite such good friends again.
- b. About a week before the Prom, Charles suddenly realized that he had not actually invited Shirley to go with him, and that she might receive an invitation from someone else, so he asked her before Bob did. Shirley and Charles went to the dance together and had a very good time.
- c. Charles and Shirley quarreled, but afterward both of them realized that a misunderstanding should not be allowed to spoil their friendship, and they agreed to forget about it.
- d. Bob was unexpectedly called out of town. Shirley was then able to go to the Prom with Charles.
- e. Charles was so angry that he never made a "date" with a girl again.

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PLOT 9

Jack, a popular boy in prep school, had a room-mate, Stephen, who was always loath to admit that he was wrong. To be sure, he seldom was, but the fact only made his self-assurance more exasperating. Although a fair-minded boy, he was rather seclusive. The other boys respected him, felt no affection for him. One day Stephen missed his General Organization Ticket, which was valuable because it admitted him to games and gave him certain other privileges not granted to students who did not have these tickets. Stephen accused Jack of having mislaid the ticket. Stephen was sure that he had not lost it himself, and Jack denied having touched it.

After about a week, during which Stephen had to forego the advantages of having a G.O. ticket, the ticket was found by Jack in one of Jack's own books, which had fallen behind the radiator. He remembered when he had last had the book, he had been called to the telephone while he was reading, and had absent-mindedly grabbed something to mark his place, thrown down his book and answered the telephone. Evidently he had used the ticket as a bookmark. What happened when Jack realized that he really had mislaid Stephen's ticket?

- - - - -

Read the endings listed below and number them as before in the order of probability. Be sure to remember the given facts, and to give each ending a number.

- a. Jack confessed the truth to Stephen, who scolded him about his carelessness. Jack interrupted with a good-natured, amusing remark. For a moment Stephen glared; then Jack laughed, Stephen smiled a bit reluctantly, and the incident was closed.
- b. Jack told the truth to Stephen, who accused him of having tried to steal the ticket. The boys quarreled violently, and one was permanently injured.
- c. Jack told the truth to Stephen, who said, "Never mind; I'm too sure of myself anyway. I'm ashamed of being such a crank." The two boys became fast friends, and from then on, Stephen was a changed boy.
- d. Jack told the truth to Stephen, who said, "I told you so," and lectured Jack about his carelessness. Jack thought, "I'll be hearing about this for the rest of the year, but I should worry."

e. The ticket was not found in Jack's book, but in the telephone book, where either boy might have left it. Neither one knew who had put it there. Stephen, who found it, apologized for being too sure that Jack had lost it.

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PLOT 10

Edna was a jolly, good-natured girl about sixteen years old. Sometimes she was very careless. One of her classmates, Henrietta, who was working with her on a committee in history class, was painstaking, dependable, and accurate, a sincere person, but inclined to be critical and fond of giving orders. Edna respected Henrietta, but she sometimes felt uncomfortable with her. One of Edna's duties as member of the committee was to write a report on the material obtained by Henrietta. On Edna's way home from school on the bus, a paper blew through the window and was lost. It was a paper bearing an important part of Henrietta's detailed notes. What happened when Edna went to school the next day?

- - - - -

Read the endings listed below, and number them as before in the order of probability. Be sure to remember the given facts, and to give each ending a number.

a. The next day Edna told Henrietta what had happened, and Henrietta replied, "That is just like you. You need not expect me to do all that work over again; you will have to do it yourself." Edna did not say anything, but she thought, "I hope I'll never be on another committee with her."

b. Henrietta listened to Edna's confession of her carelessness, and then said, "If I'm so disagreeable that you were afraid to tell me you had lost my notes, I guess I'd better turn over a new leaf and improve my disposition. Never mind about the notes; I'll do them over." Henrietta was never arrogant to anyone again. Her entire nature was changed from that day to the end of her life.

c. The paper that was lost proved to be only some scrap of paper, and all the notes were safe.

d. When Edna told what had happened, Henrietta said, "I might have known you didn't have sense enough to be trusted with such an important part of the work. Now you will have to do all the research and write the notes yourself. Do

you think you can do it right?" Edna was so angry that she slapped Henrietta's face, and Henrietta reported her to the principal. Edna was expelled from the school and not allowed to graduate.

e. Edna told Henrietta what had happened, and Henrietta answered crossly, "I might have known you would do something like that, you little dumb-bell!" At first Edna's face flushed, then she laughed and said, "Are you telling me? You don't know the half of it!" For a moment Henrietta was angrier than ever, but suddenly she smiled, and the incident blew over.

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JUNIOR BOOK-LIST

This is not a list of the best books, but a collection based on two standards - interest, and some literary value. It is impossible to make a book-list for more than one individual at a time. These books have all proven enjoyable to previous classes; we want you to read only what you enjoy. As the food of children differs from that of adults, to must one's reading progress with his mental and emotional maturing. Try to develop a taste for what is approved by the seal of time or the acceptance of good critics. You are expected to take advice before determining on any book, and to limit your choice (with possible exceptions) to those listed here.

Historical and War Stories

Atherton, Jas. L.	The Conqueror
Crane, Stephen	Red Badge of Courage
Benson, Hugh	Oodsfish
Davis, Richard H.	Soldiers of Fortune
Bulwer-Lytton, Edwin	Last Days of Pompeii
Churchill, Winston	The Crossing
	Richard Carvel
	The Crisis
Eggleston, Edwin	Hoosier School Master
Ford	Janice Meredith
Ibanez, Vincent B.	Four Horsemen of the Apocalypse
Johnston, Mary	To Have and To Hold
	Sir Mortimer
Kay-Smith, Sheila	Superstition Corner
Mason, Alfred	Four Feathers
Ouida, Michael	Under Two Flags
Parker, Gilbert	Seats of the Mighty
	Trait of the Sword
Roberts, Kenneth	North Passage
	Arundel: Rabble in Arms
Scott, Walter	Ivanhoe
	Heart of Midlothian
	The Talisman

Sienkiewicz
 Thackeray
 White, Helen C.
 Wren, P. C.

Quo Vadis?
 Henry Esmond
 To the End of the World
 Watch in the Night
 Beau Geste
 Beau Sabreur

ADVENTURE

Allen, J. L.
 Barker, Granville
 Beach, Rex
 Caine, Hall
 Chambers, Robert
 Connor, Ralph
 Conrad, Joseph
 Cooper, James
 Dana, Charles
 Defoe
 Doyle, A. C.
 Dumas, Alexander
 Farnell, Jeffrey
 Hope, Anthony
 Kipling
 Kyne, P. B.
 London, Jack
 Orczy, Baroness
 Parkman, Francis
 Peary, Robert
 Roosevelt, Theodore
 Sacatini, Raphael
 Stevenson
 Tarkington
 Twain, Mark
 Verne, Jules
 Wyrms

Kentucky Cardinal
 Madras House
 The Spoilers
 Silver Horde
 Bondman
 Fighting Chance
 Man from Glengarry
 Lord Jim
 Nigger of the Narcissus
 The Spy
 The Deerslayer
 Two Years Before the Mast
 Robinson, Crusoe
 Captain Singleton
 Hound of the Baskervilles
 White Company
 Counte of Monte Christo
 The Broad Highway
 Black Bartlemy's Treasure
 Prisoner of Zenda
 Captains Courageous
 Light that Failed
 Valley of the Giants
 Happy Ricks
 Sea Wolf
 Cruise of the Snark
 Scarlet Pimpernell
 Oregon Trail
 The North Pole
 African Game Trails
 Through Brazilian Wilderness
 Scaramouche
 Sea Hawk
 Bellarion
 Kidnapped
 The Body Snatcher
 Master of Ballantree
 The Wrecker
 Monsieur Beaucaire
 Seventeen
 Gentlemen from Indiana
 Pudd'nhead Wilson
 Twenty Thousand Leagues...
 Swiss Family Robinson

ROMANCE

Austen, Jane	Pride and Prejudice
Barrie, Sir James	Little Minister
Blackmore, R. D.	Lorna Doone
Bronte, Charlotte	Jane Eyre
Fox, John	Little Shepherd of Kingdom Come
Halliburton	Royal Road to Romance
Cronin, A. J.	Citadel
Jackson, W. H.	Romona
Lloyd, Douglas	Magnificent Obsession
	The Robe
Porter, G. S.	Keeper of the Bees
	The Harvester
Thackeray	Vanity Fair
Undset, Sigrid	The Faithful Wife
Wister, Owen	The Virginian
Wright, Harold	Shepherd of the Hills
	Winning of Barbara Worth

HUMOR

Harris, J. C.	Uncle Remus
Lardner, Ring	Short Stories
Leacock, Stephan	Frenzied Fiction
	Literary Lapses
	Nonsense Novels
Morley, Christopher	Parnassus on Wheels
	Haunted Bookshop
Wodehouse, P. J.	If I Were You
	Code of the Woosters
Tressler, Irving	How to Lose Friends and Alienate People

BIOGRAPHY

Bernanos, George	Diary of a Country Priest
Burton, Katherine	Sorrow Built a Bridge
Curie, Eva	Pierre Curie
Farrel, John	Damien the Leper
Keith, Hal	Boys' Life of Will Rogers
Sandburg, Carl	Abraham Lincoln
Thomas, Lowell	Boys' Life of Col. Lawrence
Washington, Booker T.	Up From Slavery

GENERAL WORKS

Alcott, Louisa May	Little Women
Bennet, Arnold	Old Wives' Tale
Benson, Hugh	Come Rack, Come Rope
Cable, George Washington	Ole Creole Days
	The Cavalier
	Shadows on the Rock
	My Antonia

Chesterton, G. K.	Innocence of Fr. Brown
Crawford, F. Marion	Via Crucis
Curwood, J. Oliver	The Country Beyond
De La Roche, Maza	Jalna
Dickens	White Oaks
Dimnet, Ernest	David Copperfield
Dudley, Owen F.	The Art of Thinking
	Masterful Monk
	Pageant of Life
Ferber, Edna	So Big
	Cimarron
Gaboreau, Emile	File #113
Goldsmith, O.	Vicar of Wakefield
Hawthorne, Nathaniel	Scarlet Letter
Henry, O. (Sidney Porter)	Four Millions
	Whirligig
Hilton, James	Goodbye Mr. Chips
	Lost Horizon
Howells, Wm. Dean	Rise of Silas Lapham
Hudson, Wm. Henry	Green Mansions
Johathan, N.	Gentlemen Aren't Sissies
Lewis, Sinclair	Main Street
Norris, Frank	The Pit
Norris, Kathleen	Mother
Oppenheim, E. Phillips	Great Impersonation
Poe, Edgar Allen	Murders of the Rue Morgue
Rawlings, Kathleen	The Yearling
Rhinehart, M. Roberts	Circular Staircase
Roberts, E. M.	Time of Man
	Great Meadow
Rolvaag	Giants on the Earth
Sneehan, Canon	My New Curate
Shepherd, Eric	Murder in a Nunnery
Stevenson, R. L.	Dr. Jekyll and Mr. Hyde
	Connecticut Yankee
Wallace, Lew	Ben Hur
Wescott, Edwin	David Harum
Wharton, Edith	Ethan Frome

OLD WIVES' TALES

- 1a
 1. How did it happen that Mr. Baines was alone at the time of his death?
 2. How was Cyril caught stealing money from the till?
 3. How did Monsieur Chirac come to his end?
 4. Why did Sophia give up her boarding house?
 5. Tell the part played by Critchlow the chemist in the affairs of the Baines.
- 1b
 1. Why did Sophia object to leaving school?
 2. How did Sophia manage to elope with Scales?
 3. Tell of the death of Samuel Povey, husband of Constance.
 4. How did it come about that Sophia came into possession of the Foucault's Furniture and Lodgings?
 5. Why did Cyril go to live in London?
- 2a
 1. Tell about the quarrel between Sophia and Scales their first night in London.
 2. Describe an unfortunate incident that happened at Cyril's birthday party.
 3. Why did Daniel Povey murder his wife?
 4. After not having heard from her sister for over 30 years, how did Constance learn that Sophia was living in Paris?
 5. Tell about the last time Sophia saw her husband.
- 2b
 1. How was a dead elephant indirectly responsible for the death of Mr. Baines?
 2. What was Mrs. Baines chief reason for sending Sophia to her aunt's at Axe?
 3. Why did Scales leave Sophia after four years of married life?
 4. Why wasn't Sophia completely penniless after her husband left her?
 5. Who were Fosette and Spot?
- 3a
 1. Why did Sophia refuse to go to Paris with Scales after their elopement?
 2. Why did the headmaster of Cyril's school visit Mr. Povey?
 3. What reason did Chirac give for endangering his life in the balloon trip?
 4. In spite of the fact that Cyril both telegraphed and wrote his mother that he would not arrive, he came just the same. Why?
 5. What did Constance do that indirectly brought on her death?
- 3b
 1. How did Sophia play at dentist?
 2. What was the first change Samuel Povey made with regard to the store after he married Constance?

3. Who took care of Sophia during her illness after her husband left her?
4. What was the cause for the quarrel between Constance and Sophia while they were vacationing at Buxton?
5. What part did the person who tried to commit suicide with a pair of scissors play in the story?

THE NIGGER OF THE NARCISSUS

- 1a
 1. When did Jim Wait come aboard ship?
 2. Why did the men cease shouting and singing on board ship?
 3. What kind of man was Donken?
 4. When it was discovered that the Negro wasn't sick, why didn't he work?
 5. When ashore, how did the crew show their contempt for Donken?
- 1b
 1. How did Singleton spend his free time?
 2. What kind of man was the ship's cook?
 3. How did some of the crew risk their lives for the Negro?
 4. Who was the last to see the Negro alive?
 5. What kind of man was Captain Allistoun?
- 2a
 1. How did Donken explain his lack of clothing?
 2. Who was the only member of the crew who was not influenced by the Negro?
 3. What was the conduct of the Negro while they were rescuing him?
 4. Describe the funeral of James Wait.
 5. How did the Captain humiliate Donken after the latter threw the iron pin?
- 2b
 1. Who was the last member of the crew to board ship?
 2. What prediction did Singleton make concerning the Negro's death?
 3. Why did the crew become angry with the officers?
 4. What were Belfast's feelings towards the Negro?
 5. How do you know that Wait wasn't really sick?
- 3a
 1. What was the route of the Narcissus?
 2. What did the carpenter attempt to do in order to save the ship during the storm?
 3. What order did the Captain give immediately after the storm?
 4. What prophecy of Singleton came true?
 5. What were the two causes for the men attempting mutiny?
- 3b
 1. Describe Jim Wait's arrival on the ship?
 2. Why weren't the masts cut during the storm?
 3. What happened when the cook tried to instill religion in the Negro?
 4. What change was there in the weather immediately after the burial of Wait?
 5. What influence did James Wait have over the crew?

THE LITTLE MINISTER

- 1a
1. Who blew the bugle to warn the townspeople of the coming of the soldiers? Give circumstances.
 2. Relate what happened in Nanny Webster's hut when she was getting ready to go to the poorhouse.
 3. Relate the incident of the flashing of the lantern in the window of the minister's manse.
 4. What caused the minister to leave the school house after having been rescued from the storm by the domine?
 5. Who were three of the visitors at the minister's house the night of the storm, and what did each one want?
- 1b
1. Relate some incident in the little minister's early life that shows the deep devotion between him and his mother.
 2. How did Babbie escape from Thrums through the lines of the soldiers on the night of the riot?
 3. How did the little minister and the women of Thrums take active part against the soldiers?
 4. Why did Babbie return to the Spittal?
 5. Why didn't Lang Thammias tell the little Minister's mother about her son losing his job?
- 2a
1. Relate the circumstances of the first meeting between the minister and Babbie.
 2. What caused Jean, the minister's servant, to suspect that he was in love?
 3. Tell the complete story of the captain's cloak.
 4. Why did the Bible cause some disturbance to the little minister and his congregation?
 5. What was Babbie's life history up to the time she enters this story.
- 2b
1. How were the townspeople warned of the coming of the soldiers?
 2. Describe the scene in which the little minister was flouted the night the soldiers came to Thrums.
 3. Why did Rob Low take to drinking again?
 4. What happened to Babbie immediately after the gypsy marriage?
 5. Relate the story of the little minister's father.
- 3a
1. What became a frequent subject of the minister's sermons after he met Babbie?
 2. What occurred when the congregation met in the church to pray for rain?
 3. How did the insult that Campbell (the bagpipe player) received at Lord Rintoul's indirectly lead to the reunion of the Minister and Babbie?

4. What was the story connected with the penknife that the domine had?
 5. Relate the conduct of Gavin and Lord Rintoul on the little island in the middle of the river.
- 5b
1. What was Margaret's ambition for her son, and what did she do to help him realize it?
 2. How was Nanny Webster saved from the poorhouse?
 3. Why did Babbie return to Thrums after she had left it since her talk with Michal Dow?
 4. Relate the scene of the little minister on the small island in the river—how he got there and how he was rescued.
 5. Why did the domine set out for the Auld Licht manse in spite of the storm?

- 1a
 - 1. How did Crusoe's parents react when he first mentioned going to sea?
 - 2. Who was with the Crusoe when he escaped from the Moors?
 - 3. How did Crusoe escape drowning when his ship sank?
 - 4. Why didn't Crusoe continue to keep an account of things in writing?
 - 5. How long was Crusoe on the island?
- 1b
 - 1. How did Crusoe happen to go to sea on his first trip?
 - 2. How did Crusoe repay the friendly Negroes who fed him when he escaped from the Moors?
 - 3. Where did Crusoe sleep the first night on land after the shipwreck?
 - 4. Where did Crusoe get the dog?
 - 5. What was the first sign of human life Crusoe saw on the island?
- 2a
 - 1. What noteworthy event occurred on the boat Crusoe first sailed with?
 - 2. How did Crusoe reach Brazil?
 - 3. Why did Crusoe return to the ship that was wrecked?
 - 4. How did the corn happen to grow on the island?
 - 5. How did Crusoe get back to England?
- 2b
 - 1. How did Crusoe get to Saltee, a port belonging to the Moors?
 - 2. What happened to the boy who escaped from the Moors with Crusoe?
 - 3. How did Crusoe manage to get supplies from the wrecked ship to the island?
 - 4. Where was Crusoe's island located?
 - 5. Why did Friday want Crusoe to visit his people on the mainland?
- 3a
 - 1. How did Crusoe become a slave?
 - 2. How did Crusoe get equipment to work his plantation?
 - 3. Why did Crusoe separate his powder and hide it in different places?
 - 4. Why couldn't Crusoe use the first boat he built?
 - 5. When were Crusoe and Friday saved from death by the mainland natives?
- 3b
 - 1. How did Crusoe escape from his Moorish master?
 - 2. Why did Crusoe leave Brazil?
 - 3. By what means did Crusoe enter his fortress on the island?
 - 4. Why did the natives from the mainland visit his island?
 - 5. How did the English captain happen to land on Crusoe's island?

- 1a
1. When did Mr. Abel first see Rima?
 2. Why was the bird girl named Rima in baptism?
 3. Relate the incident whereby the Indians concluded that Rima was the daughter of Didi?
 4. Tell the circumstances of the death of Rima.
 5. What enabled Abel to leave the woods and get back to civilization?
- 1b
- How did the narrator (Mr. Abel) manage to get one of the Indians to accompany him to the woods?
 2. What was Rima's purpose in having Abel give a long discourse on the geography of the world?
 3. Whom did the party meet on the trip to Riolama and why was Nuflo sorry at the meeting?
 4. How did Abel explain to the Indians his trip to Riolama?
 5. Tell of the life led by Abel in the woods after the death of the Runi Indians?
- 2a
1. How did Rima Attract the attention of Abel when he first visited the woods?
 2. What secret did Abel uncover when he trailed Nuflo into the woods?
 3. What was Nuflo's account of his meeting of Rima's mother?
 4. What signs of change did Abel notice when he returned to his woods from Riolama?
 5. Tell what happened to the remains of Rima?
- 2b
1. Why didn't the Indians visit the forest and hunt there?
 2. On what occasion did Abel first go to the hut of Rima?
 3. Relate an incident in Abel's visit to the Indians before the trip to Riolama.
 4. What reception did the Indians give Abel on his return from Riolama?
 5. Tell what happened to Nuflo.
- 3a
1. What did Abel make for the old Indian woman Cla-Cla who delighted him?
 2. Tell the story of Abel's experience with the snake.
 3. Why did Nuflo take Rima so far from her birthplace when her mother died?
 4. How did Rima get separated from her companions when they returned from Riolama?
 5. Tell how Abel got revenge on the Indians who killed Rima?
- 3b
1. Why did Abel Leave Caracas and head for the jungle?
 2. Why did the Indian Kua-Ro offer Abel a blow-pipe,

3. How did Rima Persuade her grandfather Nuflo to show her the way back to her people?
4. Where did the party put up for the night when they reached Riolama?
5. Tell how Abel escaped to the enemies of the Runi Indians.

PROBLEM CHECK LIST

HIGH SCHOOL FORM

By ROSS L. MOONEY

Developed through the cooperation of Miles E. Cary and Dai Ho Chun at McKinley High School, Honolulu, Hawaii; John H. Herrick at Shaker Heights City Schools, Cleveland, Ohio; O. O. Royer at Johnsville-New Lebanon High School, New Lebanon, Ohio; and Arthur W. Combs at Alliance Public Schools, Alliance, Ohio.

Please fill out these blanks:

Your date of birth.....Boy.....Girl.....

Your class, or the number
of your grade in school.....

Name of your school.....

Name of the person to whom
you are to turn in this paper.....

Your name or other identification,
if desired.....

Date.....

DIRECTIONS FOR FILLING OUT THE CHECK LIST

This is not a test. It is a list of problems which are often troubling students of your age—problems of health, money, social life, home relations, religion, vocation, school work, and the like. Some of these problems are likely to be troubling you and some are not. As you read the list, you are to pick out the problems which are troubling you. There are three steps in what you do:

First Step: Read through the list slowly, and when you come to a problem which suggests something which is troubling you, underline it. For example, if you are troubled by the fact that you are underweight, underline the first item like this, "1. Being underweight". Go through the whole list in this way, marking the problems which are troubling you.

Second Step: When you have completed the first step, look back over the problems you have underlined and pick out the ones which you feel are *troubling you most*. Show these problems *by making a circle* around the numbers in front of them. For example, if, as you look back over all the problems you have underlined you decide that "Being underweight" is one of those which troubles you most, then make a circle around the number in front of the item, like this, "①. Being underweight".

Third Step: When you have completed the second step, answer the summarizing questions on pages 5 and 6.

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For Counselors' Reference—Space for Area Totals

Cir.	Tot.
HPD	
	6
FLE	
	24
SRA	
	31
CSM	
	9
SPR	
	22
PPR	
	11
MR	
	3
HF	
	21
FVE	
	73
ASW	
	35
CTP	
	31
TOTAL...	266

1. Being underweight 1
2. Being overweight
3. Not getting enough exercise
4. Tiring very easily 1
5. Frequent illnesses
6. Having less money than friends have
7. Learning how to save money 1
8. Having to ask parents for money 1
9. Having no regular allowance (or regular income)
10. Wanting to earn some of my own money
11. Being ill at ease at social affairs 1
12. Wanting to learn how to dance
13. Awkward in meeting people
14. Unsure of my social etiquette 1
15. Wanting to learn how to entertain
16. Having dates 2
17. Awkward in making a date
18. Not mixing well with the opposite sex 1
19. Lack of sex attractiveness 1
20. Uninterested in the opposite sex
21. Being left out of things
22. Getting into arguments
23. Hurting people's feelings
24. Being talked about
25. Getting rid of people I don't like
26. Losing my temper 2
27. Taking some things too seriously 1
28. Nervousness 1
29. Laziness
30. Worrying
31. Living up to my ideal
32. Failing to go to church
33. Puzzled about the meaning of God
34. Science conflicting with my religion
35. Being treated unkindly because of my religion
36. Being treated unkindly because of my race
37. Sickness in the family 3
38. Parents sacrificing too much for me
39. Parents not understanding me 2
40. Being treated like a child at home 2
41. Unable to enter desired vocation 2
42. Doubting wisdom of my vocational choice 5
43. Needing to know my vocational abilities 3
44. Doubting I can get a job in chosen vocation
45. Wondering what I'll be like ten years from now
46. Being a grade behind in school
47. Absent from school too often
48. Adjusting to a new school 1
49. Not spending enough time in study 1
50. Taking wrong subjects 1
51. Poor place to study at home 1
52. No suitable place to study at school
53. Wanting subjects not offered by the school 3
54. Made to take subjects I don't like
55. Too little freedom in classes
56. Frequent headaches
57. Weak eyes
58. Lack of appetite
59. Digestive troubles
60. Not getting proper diet
61. Too little money for school lunches
62. Working too much outside of school hours 6
63. Too few nice clothes
64. Getting money for education beyond high school 1
65. Learning how to spend my money wisely 2
66. Taking care of clothes and other belongings
67. Making a good appearance 1
68. So often not allowed to go out at night 1
69. In too few school activities 2
70. Wanting to get into a certain club
71. "Going steady"
72. Girl friend
73. Boy friend
74. Disappointment in a love affair
75. Wondering if I'll find a suitable mate
76. Wanting a more pleasing personality
77. Not getting along well with other people
78. Lacking leadership ability
79. Being a poor judge of people
80. Too easily led by other people 1
81. Stubbornness
82. Carelessness
83. Getting too excited
84. Forgetting things
85. Not taking some things seriously enough
86. Disliking church services
87. Having no chance to go to a church
88. Confused in my religious beliefs
89. Puzzled about prayer
90. Wanting communion with God
91. Not living with my parents
92. Parents separated or divorced 1
93. Being an only child
94. Mother not living
95. Father not living
96. Needing to decide on an occupation 9
97. Needing information about occupations 8
98. Lacking work experience to get a job
99. Trying to combine marriage and a career 1
100. Concerned over military service 1
101. Not getting studies done on time 1
102. Don't know how to study effectively 1
103. Worrying about grades 10
104. Poor memory 1
105. Slow in reading
106. Textbooks hard to understand
107. So often feel restless in classes
108. Teachers too theoretical 1
109. Classes too large
110. Teachers doing too much of the talking

111. Not as strong and healthy as I should be
112. Not enough outdoor air and sunshine
113. Poor complexion
114. Frequent colds
115. Poor teeth
116. Needing money for better health care
117. Not being allowed to buy my own clothes
118. Too little money for recreation
119. Having to watch every penny I spend
120. Needing a job in vacations
121. Too little chance to do what I want to do
122. Not enough time for recreation
123. Not allowed to go around with the group I like
124. Being made to go to bed too early
125. Too little social life
126. Not knowing how to entertain on a date
127. Not being allowed to have dates
128. Engagement
129. Embarrassed in discussion of sex
130. Afraid of close contact with the opposite sex
131. Shyness
132. Feelings too easily hurt
133. Don't make friends easily
134. Having no close friends
135. Feeling inferior
136. Moodiness, having the "blues"
137. Can't make up my mind about things
138. Afraid of making mistakes
139. Too easily discouraged
140. Sometimes wishing I'd never been born
141. Losing faith in religion
142. Failing to see value of religion in daily life
143. Confused on some moral questions
144. Yielding to temptations
145. Having a guilty conscience
146. Being criticized by my parents
147. Parents favoring another child
148. Mother
149. Father
150. Death in the family
151. Restless to get out of school and into a job
152. Choosing best courses to take next term
153. Getting needed education for chosen occupation
154. Wanting advice on what to do after high school
155. Graduating without being vocationally trained
156. Trouble with mathematics
157. Weak in writing
158. Weak in spelling or grammar
159. Trouble in outlining or note-taking
160. Trouble in using the library
161. Too few books in the library
162. Teachers lacking interest in students
163. Teachers lacking personality
164. Dull classes
165. Wanting subjects I'm not allowed to take
166. Poor posture
167. Being clumsy and awkward
168. Too short
169. Too tall
170. Not very attractive physically
171. Living too far from school
172. Living in a poor neighborhood
173. Borrowing money for school expenses
174. Needing to find a part-time job now
175. May have to quit school to work
176. Too little chance to go to shows
177. Nothing interesting to do in spare time
178. Too little chance to listen to radio
179. No place to entertain friends
180. Having no hobby
181. Too few dates
182. Being in love
183. Marriage
184. Going with a person my family won't accept
185. Concerned over proper sex behavior
186. Being criticized by others
187. Picking the wrong kind of friends
188. Unpopular
189. Being called "high-hat" or "stuck-up"
190. Being watched by other people
191. Lost—no sense of direction in my life
192. Failing to get ahead
193. Not doing anything well
194. Can't see the value of daily things I do
195. Not having any fun
196. Bothered by ideas of heaven and hell
197. Wanting to know what the Bible means
198. Wondering what becomes of people when they die
199. Can't forget some mistakes I've made
200. Afraid God is going to punish me
201. Never having any fun with father or mother
202. Clash of opinions between me and my parents
203. Talking back to my parents
204. Parents not trusting me
205. Wanting more freedom at home
206. Deciding whether or not to go to college
207. Choosing best courses to prepare for college
208. Choosing best courses to prepare for a job
209. Not knowing what I really want
210. Not knowing the kind of person I want to be
211. Worrying about examinations
212. Not fundamentally interested in books
213. Unable to express myself in words
214. Vocabulary too limited
215. Difficulty with oral reports
216. Wanting more help from the teacher
217. Teachers not friendly to students
218. School is too strict
219. Too many poor teachers
220. Teachers lacking grasp of subject matter

221. Physical handicap
222. Afraid I may need an operation
223. Frequent sore throat
224. Menstrual disorders
225. Not enough sleep
226. Having to earn some of my own money
227. Employed late at night on a job
228. Working for all my own expenses
229. Getting low wages
230. Disliking my present employment
231. Not enjoying many things others enjoy
232. Too little chance to get into sports
233. Not being allowed to use the family car
234. Not enough time to myself
235. Too little chance to read what I like
236. Breaking up a love affair
237. Deciding whether I'm in love
238. Thinking too much about sex matters
239. Insufficient knowledge about sex matters
240. Sex diseases
241. Disliking certain persons
242. Being disliked by certain persons
243. Being "different"
244. Being made fun of
245. Losing friends
246. Too self-centered
247. Unhappy much of the time
248. Lacking self-confidence
249. Afraid when left alone
250. Daydreaming
251. Moral code weakening
252. Being punished too much
253. Swearing, dirty stories
254. Drinking
255. Cheating in classes
256. Getting my family to accept my friends
257. Family quarrels
258. Brothers
259. Sisters
260. Relatives
261. Family opposing my choice of vocation
262. Not interested in entering any vocation
263. Afraid of unemployment after graduation
264. Doubting ability to handle a good job
265. Don't know how to look for a job
266. Not liking school
267. Finding it hard to speak correct English
268. Afraid to speak up in class discussions
269. Don't like to study
270. Unable to concentrate when I need to
271. Too much work required in some subjects
272. Teachers lacking understanding of youth
273. Teachers not practicing what they preach
274. Grades unfair as measures of ability
275. Tests unfair
276. Nose or sinus trouble
277. Poor hearing
278. Smoking
279. Speech handicap (stammering, etc.)
280. Foot trouble or ill-fitting shoes
281. Family worried about money
282. Too crowded at home
283. Having no radio at home
284. Having no car in the family
285. Ashamed of the house we live in
286. Unskilled in carrying on a conversation
287. Slow in getting acquainted with people
288. Not knowing how to dress attractively
289. Too much social life
290. In too many student activities
291. Finding it hard to control sex urges
292. Putting off marriage
293. Wondering if I'll ever get married
294. Petting and making love
295. Going too far in love relations
296. Being jealous
297. Being snubbed
298. No one to tell my troubles to
299. Feeling that nobody understands me
300. Dislike talking about personal affairs
301. Too many personal problems
302. Unwilling to face a serious problem now
303. Bad dreams
304. Thoughts of suicide
305. Fear of insanity
306. Always getting into trouble
307. Sometimes being dishonest
308. Being punished for something I didn't do
309. Trying to break off a bad habit
310. Getting a bad reputation
311. Being treated as a "foreigner"
312. Wanting to leave home
313. Afraid of someone in the family
314. Parents expecting too much of me
315. Not telling parents everything
316. Wondering if I'll be a success in life
317. Dreading to think of a life of hard work
318. Not knowing where I belong in the world
319. School of little help in getting me a job
320. Needing to plan ahead for the future
321. Can't see that school is doing me any good
322. Not smart enough
323. Getting low grades
324. Afraid of failing in school work
325. Wanting to quit school
326. Not getting along with a teacher
327. Having an unfair teacher
328. Poor assemblies
329. Lunch hour too short
330. School too indifferent to students' needs

Second Step: Look back over the items you have underlined and circle the numbers in front of the problems which are troubling you most.

**TOTAL....
Third Step:**

Third Step: Answer the following five questions:

SUMMARIZING QUESTIONS

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems?Yes.No. Add anything further you may care to say to make the picture more complete.

2. How would you summarize your chief problems in your own words? Write a brief summary.

(Questions are continued on next page →)

3. Have you enjoyed filling out the list?Yes.No.
4. Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you?Yes.No. Please explain how you feel on this question.
5. If you had the chance, would you like to talk to someone about some of the problems you have marked on the list?Yes.No. If so, do you have any particular person(s) in mind with whom you would like to talk?Yes.No.

Note to Counselors: Normally the statistical summary is to be made by the counselor. In some situations, however, the counselor may want students to make their own summaries. In these cases, students should be given definite instructions and a demonstration of the method, preferably after they have filled out the check list.

Instructions for Making a Statistical Summary

For convenience in summarizing results on an individual case or on groups of students, the 330 problems are classified in eleven areas:

- | | |
|---|--|
| (1) Health and Physical Development (HPD) | (6) Personal-Psychological Relations (PPR) |
| (2) Finances, Living Conditions, and Employment (FLE) | (7) Morals and Religion (MR) |
| (3) Social and Recreational Activities (SRA) | (8) Home and Family (HF) |
| (4) Courtship, Sex, Marriage (CSM) | (9) The Future: Vocational and Educational (FVE) |
| (5) Social-Psychological Relations (SPR) | (10) Adjustment to School Work (ASW) |
| | (11) Curriculum and Teaching Procedures (CTP) |

There are thirty problems in each area, these being arranged in groups of five items across the six columns of problems. The first area is the top group, the second area is the second group, and so on down the pages. On page 4, at the end of each group, is a box in which to record the count of problems marked in each area. In the left half of the box put the number of items circled as important; in the right half, put the total number marked in the area (including the circled items as well as those underlined only). At the bottom of the page enter the totals for the list. If desired, the area totals can be re-copied to the first page for greater convenience in later reference.

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